A STUDY OF PRE-SCHOOL EDUCATION COMPONENT OF I.C.D.S. AND ITS PERCEPTION AND EXTENT OF UTILIZATION BY THE COMMUNITY

A SYNTHESIS REPORT

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PREFACE

Integrated Child Development Services (ICDS) is the largest outreach programme for the Early Childhood Care and Education (ECCE). It has also been considered to be the major vehicle for providing early childhood education to children in the age group of 3-6 years. To provide a quality pre-school programme to pre-school age children through ICDS system, where the pre-school education (PSE) component is considered the weekest component, it was necessary to take initiative for strengthening the PSE component through well planned-out strategies.

Early Childhood Education is considered a crucial intervention in long term perspective as foundation for life long development and on a short term basis for facilitating realization of goals of Universalisation of Elementary Education In this context, in view of the fact that the pre-school education component of ICDs continues to be one of its weakest components, efforts have been initiated by many organisations to converge efforts towards strengthening this component

It was, in this context, decided to study the status of PSE programme under ICDS with the objective of identifying the major gaps and possible areas for intervention towards improving the quality of programme of PSE component The study entitled "A Study of Pre-School Education Component of ICDS and its perception and extent of utilisation by the community" was therefore undertaken in ten states viz **Andhra Pradesh, Bihar, Goa, MadhyaPradesh, Maharashtra, Orissa, Rajasthan, Tamil Nadu, Uttar Pradesh and Delhi** All the states except Delhi are the states where Unicef assisted ECE project is in operation since last 10 to 15 years.

In ECE project states the study was undertaken by the ECE cell of respective SCERT and in Delhi the study was conducted by the Department of Pre-School and Elementary Education. NCERT. The state reports have been prepared and disseminated.

The present report is the synthesis of all the available state reports. The report has been prepared with the same chapter scheme as of state reports covering aspects of facilities, percentage utilization of PSE by children of 3-6 years age group, quality of program of PSE, personnel quality, linkage between pre-school (AW) and primary school and perception of community about PSE program of AWs.

I would like to place on record my appreciation for all state level SCERT Coordinators and other officials involved in the study for completing the study in time and taking keen interest in conducting it in their respective state. I would also like to acknowledge with thanks the financial support provided by UNICEF for all the state level studies and the synthesis report. Last but not the least I would like to thank Dr. G C. Upadhyay for shouldering the responsibility of coordinating the study in different states and preparing the synthesis report in its present from

I hope that the study will be found useful by the ICDS functionaries and child-development workers at various levels. Suggestions, if any, will be welcomed by the Department.

(Venita Kaul)
Head of the Department

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INTRODUCTION

Need and Significance

Quality of pre-school has become everyone's concern especially in the context of its crucial role in child's all-round development and access to elementary education Though there are various programmes in the country for the Early Childhood Care and Education (ECCE) but integrated Child Development Services (ICDS) is the sole major programme with almost universal coverage of Anganwadis (AWs). The other programmes of ECCE include

- Balwadis
- Private nurseries/kinder gartens
- ECE centres run by NGOs under the Grant-in-aid scheme of GOI
- State run pre-school/play centres
- Day care centres/creches run by Govt. agencies/private agencies

These programmes though significant in their own right do not have either broad coverage or comprehensive service package as ICDS programme has. For all-round growth and development of the child it is essential that care, nutrition, health and education (stimulation) are integrated together. This integrated service package is available in ICDS and none other Other programmes are not only smaller in size and coverage but also exclude either component of nutrition or health or education.

Realising the potential of ICDS AW as an institution to provide universal access to pre-school education to 3-6 year age group of children alongwith other services integrated with it, Government of India decided to focus its efforts on strengthening the pre-school education component of ICDS. National institutions like NCERT and NIPCCD intune with GOI's approach shifted emphasis to give more attention to PSE component of ICDS and directed their efforts to strengthen the AWs' PSE component NCERT selected

ICDS AWs as its area of intervention in pre-school education under Unicef assisted project being implemented in 12 states through SCERTs/SIEs During implementation it was felt that pre-school education component had remained a neglected input so far. With the result, activities in the area of pre-school education also remained limited to some songs or story telling sessions Training of functionaries in pre-school education, organisation of pre-school activities, community participation in pre-school ,utilisation of services by the community, the linkage between AW and nearest primary school were some of the major areas of concern towards strengthening pre-school education component In this context it was necessary to study the status of pre-school education component in ICDS Therefore, the study was launched as a part of annual plan of action of UNICEF assisted ECE project in nine out of 12 project states, during 1995. The States where study was undertaken are:

1 Andhara Pradesh
2. Bihar
3. Goa
4. Madhya Pradesh
5. Maharashtra
6 Orissa
7 Rajasthan
8 Tamilnadu
9 Uttar Pradesh

The study was also under taken in 10th state which is a Non-ECE project state i.e. Delhi, as part of the H Qs plan of action of ECE project. The synthesis report includes nine states reports in its coverage excluding Goa where the study report could not be prepared.

In synthesis report efforts have been made to highlight some of the significant features of the pre-school education component of ICDS which have implications for the quality of pre-school education programme across the country. It also focuses on variations in terms of input and implementation strategy across the states and their impact on quality and coverage of pre-school education.

Objectives of the Study

The objective of the Study were

1. To assess the facilities available in AWs for PSE programme in terms of physical space - indoor and outdoor, play materials including teacher made materials and environmental materials, outdoor equipments, drinking water, toilet etc.

2. To assess the quality of personnel directly involved in the implementation of the pre school education component.

3. To assess the average daily duration of PSE programme in ICDS, attendance and duration of stay of children enrolled in AW

4. To assess the extent of utilisation of PSE programme by the community and gauge the perception of parents towards PSE in the AW

5. To assess the average quality of PSE component of AW in terms of facilities, personnel quality, programme planning, curriculum, daily duration of programme, parental perceptions and linkage with primary school..

6. To acertain the extent of linkage established between pre-school education (AW) and primary school

7. To suggest specific and functional interventions that could optimize the cost-effectiveness of the pre-school education in the context of Education For All.

Conceptual Framework

A quality Pre-School Education/Early Childhood Education programme should cater to all-round development of children i.e. cognitive, language, socio-emotional and psychomotor development. A pre-school programme should be transacted through the play way method based on developmentally appropriate curriculum suited to the different age/developmental levels of the children The National Policy on Education 1986/1992 focussing on Early Childhood Care and Education (ECCE) has stated that "**programmes of ECCE will be child centred, focussed around play and the individuality of the child. Formal methods and introduction of the 3 R's will be discouraged at this stage and the local community will be fully involved in these programmes.**" It further states, that "**A full integration of child care and pre-primary education will be brought about, both as a feeder and a strengthening factor for primary education and for human resource development in general**".

In actual situation it has been found that most ECE programmes do not conform to these specifications A large number of programmes are downward extension of primary school curriculum ICDS AWs are no exemption to this practice Since the ICDS is envisaged as the only ECCE program of an integrated nature, the GOI has consciously decided ICDS to be the major vehicle for delivery of pre-school education to the vulnerable sections with the presumption that Anganwadis will be able to provide pre-school education of a satisfactory level Unfortunately it is officially acknowledged time and again that pre-school education component of ICDS continues to be a weak component of the ICDS It is therefore imperative to make status study of pre-school education component in its content, methods and implementation including perception of community towards the pre-school programme and its linkage with primary school to have a better understanding of issues at field level inorder to plan suitable intervention for quality improvement

RELATED LITERATURE AND RESEARCH QUESTIONS

Integrated Child Development Services (ICDS) , which provides comprehensive package for the development of women and children and has the following service components

1 Supplementary Nutrition Programme (SNP)
2 Non-formal Pre-school Education
3. Immunisation
4 Nutrition and Health Education
5 Health Checkup
6. Referral Services

Numerous studies have been conducted in the ICDS context covering all the components together or separately In this report only those studies have been scanned which primarily related to Pre-school Education Component in its various dimensions.
These studies relate to:

I. Facilities for PSE activities in AWs
II Skills in PSE of personnel involved
III Community participation and perception of community for PSE component
IV Extent of utilisation of PSE service by the community
V Linkage between pre-school (AW) and primary school

Large number of research studies are available showing the significance of PSE for all round development , readiness for schooling and achievement of children in primary grades

Regarding the existing status of delivery of pre-school education component of ICDS various impact evaluation studies and intervention studies have thrown light, which are briefly stated as follows

Impact Studies

Impact studies have generally indicated positive trend **Muralidharan R.** (1972) in a study on continuity between pre-school and primary school observed that the children in rural areas who enter primary school without PSE had difficulty in coping with primary school's demand and dropped out or became repeaters. **Muralidharan et al** (1974) in a study of the effects of pre-school education on language and cognitive development of underprivileged children indicated that children with pre-school education with mean age of 5 years 11 months were better in language and intellectual development than children of class I with mean age of 6 years 6 months and without pre-school education. Yet in another study of the effects of PSE on school readiness **Muralidharan R. et al** (1975) found that under privileged children having balwadi experience were better in general behavior and performance in primary grades than children without Balwadi experience. Similar results were reported by **Anand Laxmy** 1886, **Devdas** 1986 **Sood. N**, 1987, **Mistry V.** 1986 and **Pandey** 1988.

In rural urban comparison **Hunshal S.C.** (1979) found that urban children with AW experience were better in cognitive and social development than rural AW children. **Khosla R.** and **Kataria M** (1986) found significant differences between ICDS beneficiaries and non-beneficiaries in language ability i e comprehension and vocabulary, and cognitive ability i e sequential thinking and time perception. Girls scored higher in oral and listening comprehension and boys scored higher in action pictures, object vocabulary and draw-a-man test. However non-beneficiaries scored higher in shapes discrimination in comparison to beneficiaries.

Lal S. and Rajwati (1981) found that scholastic achievements of children with pre-school education were better during primary grades. **Shrivastava & Shrivastava** 1985 found that children attending ICDS were better in problem solving ability than non-ICDS children The time taken for successful completion of task was 4 7 minutes and 6 2 minutes respectively while the level of achievement was 12 2 and 7 2 respectively

It was found in a study by **Kaul, V., Ramachandra C. and Upadhyay G.C.** (1993) that the retention of children with PSE, was better in primary grades than children without PSE experience

In addition to impact studies there have been studies on short term intervention and their impact These studies have proved that the quality of PSE was enhanced with the intervention input. Significant improvement in skills of AWWs and cognitive abilities of pre-school children were reported by **Shani ,S. Agarwal S.** (1985) **Muralidharan R.** and **Baljit Kaur** (1986) They found that 8 weeks intervention to AWWS in tribal areas has brought out significant qualitative change in AW's PSE programme Similarly **Gupta R.** and **Rahgir S.P.** (1984) did a study using experimental and control group design The experimental group was given a modified pre-school education programme which was developmentally oriented whereas control group continued with the programme which was routine one The result showed that there was significant improvement in the equality of pre-school education in experimental group in comparison to control group.

Various studies which have probed in to the status of PSE component in the ICDS show the following trend.

Facilities

A comparative study of the facilities available in private nurseries and AWs was done by **Sharma N.V.** and **Karnam A** (1985) which found that none of the AW taken in the sample could score "A" grade whereas there were 100 percent private nurseries scoring 'A'grade in terms of Ffilities. Only 40% AWs were found having sufficient space for play against 100% private laboratory nurseries, **Saini N** and **Chikara S.** (1993) in a study in Hisar city found that majority of pre-schools were located in crowded residential areas and lacked proper light arrangements and ventilation Only 20% per-school were found having outdoor space The National evaluation conducted by NIPCCD (1994) indicated that non-availability of play materials was one of the major constraints

Skills of Anganwadi Worker

Studies by **Kosla** (1995) **Sharma** (1986) indicated that AWWs possess limited skills in implementing the pre-school programme. The activities conducted by them are generally geared towards teaching of 3 R's and are repetitive and monotonous in nature. In study of private nurseries it was found by **Saini N and Chikara S 1993** that there were only 30% nursery teachers who were trained in ECE. Similarly lack of skill-based training of AWWs was found to be one of the major drawbacks in organising effective PSE as reported by **Khosla R** and **Kataria M.** (1986). However, **Muralidharan R. et al** (1986) in her intervention study of 8 weeks in tribal areas of MP witnessed significant improvements in the skills of AWWs for organising PSE activities The issue of daily duration of stay of children in AW has been addressed in a study of **Sharma A.** 1986 in which she observes that about 56% of urban AWs and 82.2% of rural AWs children came to the centres only at the time of feeding or a little earlier However it was also reported that children who stayed for full duration in AWsbelonged to those AWs who were rated to have satisfactorily implemented the PSE programme Similar findings were reported by **Khosla R** and **Kataria M.** 1986

Utilisation of Services

The extent of utilisation of services of AW is important in the context of success of ICDS programme Pre-school education component is one of the various services of ICDS. The study conducted by **Prabhakaran G.N., Aswath PV, Shivram. L, Viswanath A.N** 1983 revealed the percentage utilisation of various services of ICDS as follow.

BCG	89.8%
DPT/OVP	10 5%
Health Checkup	50.9%
S.N P	80 5%
Vitamin A	46 9%
PSE	82 9%

However, **Raina A.** in a study of rural ICDS block found utilisation of PSE at a level of 74% Venugopal D B 1984 revealed that only 10% families were aware of PSE component of ICDS The utilisation of PSE component thus reflects major variation across the studies conducted.

Community Participation

Community participation is an essential condition for successful implementation of PSE programme It has been viewed that community participation is very poor and needs to be strengthened for quality improvjement The research trends available in this area give a mixed picture On the one hand there are studies,i e **Koshal R. et al** 1986 and **Gandhi T.B** 1984, which revealed that there are about 92% parents visiting AWs more than thrice a month and AWWs are receiving some help from Mahila Mandals, Panchayats and mothers of beneficiaries. On the other hand there are studies which indicate that there is low level of community participation and reasons for low level of community participation are lack of awareness, ignorance, poverty and lack of time. These findings have been reported by **Dev R., Lal B.** 1982 ,**Sharma S. Chand G.** (Lady Irwin College Delhi) **Agarwal S. and Premlata** 1985 revealed that majority of mothers have high expectations from AWWs. The relationships between expectations and satisfaction and expectations and participation were insignificant

Community Perception

Various studies reporting on community perception have found a positive attitude towards AW as centre for child development. The study done by **Khosla R** and **Kataria M.** 1986 **Pranjape and Bhagwat** 1984, **Kumar R et al** 1984 revealed that the community has a positive perception programme of AW as learning of reading, writing and number work. Parents viewed that the best known beneficiary group in AW was the group of pre-school children.

Pre-School and Primary School Linkage

Though, there are numerous studies showing the impact of pre-school experiences on primary level education of children interms of enrolment, retention and learning achievement, there are very few studies highlighting on the existing status of programmatic linkage between the two i.e. pre-school and primary school

Khosla R and Kataria M. (1986) found that there are only 3.3% primary school teachers who helped in conducting pre-school activities and 6.7% primary school teachers suggested aids and toys for AWs.

There are solid evidences to show the gains of pre-schooling in terms of children adjustment and attainment in primary grades but these gains could be further substantially increased provided the linkage between pre-school and primary school is strengthened.

These studies overall indicate that:

1. Pre-school education has a significant impact on child's allround development
2. The training and quality of personnel is poor with regards to PSE
3. AWs lack in basic facilities for a good PSE programme
4. The play way activity based approach is not fully understood and implemented by the workers.
5. Teaching of 3 R's is a common phenomenon in all AWs.
6. Parental participation is not evident to the extent it is envisaged.
7. The perception of parents about the significance of AW is very positive. But they perceive AW as centre for reading writing and number work alongwith habit formation and socialisation
8. The linkage between pre-school and primary schools is very poor Hardly any primary school teacher has any close links with AW
9. Play way method where implemented enhances children's continuance in primary classes from pre-schools.

Research Questions

In view of the reviewed literature and the objectives of the study following research questions were raised in the present study (As the study is exploratory in nature the hypothesis formation and testing hypotheses has not been taken into consideration).

1. What percentage of children in 3-6 age group enrolled in the AW.
2. What percentage of enrolled children actually attend the AW regularly.
3. What is the quality of the pre-school education programme in terms of
   a) facilities
   b) personnel quality
   c) daily duration of the ECE programme
   d) curriculum (Activities performed)
   e) programme planning
4. What are the perceptions of parents regarding PSE programme in an AW.
5. Does primary school have any linkage with AW ?

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METHODOLOGY

The study at the National level was planned in 10 states including Delhi All other states except Delhi are those states where Unicef Asisted ECE Project is being implemented A common design of the study was developed in collaboration with ECE cells in SCERTs/SIEs of the participating states. Study in Delhi was undertaken by the Department of Pre-School and Elementary Education of the NCERT The common methodology adopted for all state level studies includidng Delhi study is given as follows

Formation and Meeting of Consultative Group (C.G.)

A consultative Group (C.G) was formed to look into the various aspects of the study, consisting of experts in this field and the faculty in ECE group which met on 17th February, 1995 to finalise the design of the study

General guidelines were suggested by the consultative group to design the study. While it was opined that there is a need to undertake such a study, it would be also necessary to see what factors really generate the process of quality enhancement of the PSE component of ICDS in rural/tribal/urban contexts. The suggestions were also given about tools development, sample size and sampling procedure It was proposed to undertake this study in states where Unicef assisted ECE project is being implemented. It was decided that only functional ICDS projects should be considered in the sample It was, also decided, that finalisation of the tools be done in collaboration with the participating states It was suggested that while developing and finalising the tools care should be taken to incorporate the elements which would facilitate collection and processing of data

Sample

As per the suggestions of consultative group the sample size was decided to be 8% of functional ICDS projects From each selected project on a proportionate basis, from rural/tribal and durban project, 8% Anganwadis were taken by the States as sample.

Sampling Method

Stratified Random smapling method was used in selecting the projects, clusters and AWs It was suggested that at least two clusters be selected randomly from each selected ICDS project AWs at cluster level were drawn randomly It was also found that in some of the projects where number of AWs was extra ordinarily large the sample size was conveniently reduced. Similarly in states like Goa where projects are few in number the sample size was increased.

Sample Size

The sample size taken in the study by each of the participating state is shown through the table given below.

Table
Sample Size

State	Total ICDS Project	Sample Project	Sample AWs
1. Andhra Pradesh	209	14	138
2 Bihar	211	17	167
3 Delhi	28	4	72
4 Madhya Pradesh	219	18	164
5. Maharashtra	155	12	140
6 Orissa	-	-	146
7 Rajasthan	163	13	137
8 Tamilnadu	-	9	70
9 Uttar Pradesh	313	28	233.
Total	1298	115	1197

Tools Preparation and Finalisation

Tools were developed in the department The first draft was prepared with the involvement of the faculty in ECE. The description of the schedules developed is as follows.

1. **Identification data**
2. **Quality of Pre-School Education Programme in terms of**
    a) facilities
    b) worker made material
    c) supplied material
    d) collection of environmental material
3. **Observation Schedule of Pre-School Programme**
    It included observation questions regarding duration of programme, activities performed by AWWs, arrival and departure time of AWWs and AWHs and skills and attitude of workers and helpers in conducting activities.
4. **Extent of Utilisation of PSE Component**
    This part of the tools was developed into a tabular form for information regarding-
    a) total number of children boys/girls in 0-3 and 3-6 years in the community served by the AW.
    b) number of children boys/girls 0-3/3-6 years registered in AW.
    c) number of children boys/girls 0-3/3-6 attending AW on the day of observation.
    d) duration of stay of children in AW.
    e) educational and occupational patterns of parents of children attending Aw
5. **AWW's Interview Schedule**
    Which includes information about AWWs' background and their views on ECE and its implementation.
6. **AWH's Interview Schedule**

Which includes information about AWHs' background and job responsibilities

7. a) **Community Proforma I :** which includes questions for focussed group interview of parents whose children are going to AW to assess their perception about PSE.

b) **Community proforma II:** which includes questions for focussed group interview, of parents whose children are not going to AW, to gauge their perception about PSE of AW.

8. a) **School Linkage Proforma I** (respondents AWWs)

b) **School Linkage Proforma II** (respondents Primary School Class I Teachers).

In school linkage proforma I & II questions were included for assessing coordination and functioning between pre- school (AW) and primary school

9. **Interview Schedule for Supervisor:** It includes background information about supervisorand her interest attitude and skills for PSE activities

These tools were finlised in a two day workshop held on 26-27 July, 1995 in collaboration with participating state ECE project coordinators who were to take up the study in their respective states

The tools prepared were subsequently triedout in the field in Mehrauli ICDS project AWs in Delhi Various questions, which were not functioning well and eliciting vague responses were discarded Some of the questions regarding linkage between preschool and primary school were found irrelevant and therefore deleted.

The finalised tools were made computer worthy by providing codes to each item so that data processing and computerisation is directly done.

Guidelines for Data Collection

Common guidlines were developed for data collection, scoring, analysis and report preparation These guidelines were developed and discussed with research coordinators of states. Provision of Research Assistants was made for each state to help in data collection and data compilation The aspects of training of field staff in tools' administration and data collection were discussed in details with the participating states' project coordinators

Scoring of Data

As the study was exploratory one, most of the responses in yes/no fomat were scored and analysed in terms of percentages However, there was also a concern to assess the quality of pre-school education component of ICDS (AWs). It was therefore decided to assign weightages to responses and get the score for each of the Aw taken in the sample.

Data Processing and Data Analysis

Guidelines were given to States to clean the data before processing it and detail analysis plan was also given to each state to bring about common report structures A framework for report preparation was also suggested on the demand from the participating states A copy of the analysis plan is appended to this report. The analysis involved mainly percentage analysis, frequency distribution, means and corelations

RESULTS AND DISCUSSIONS

Results and discussions on results have been organiged on the basis of major areas of concern in following order

- ⇒ Facilities
- ⇒ Utilisation of Pre-School Education
- ⇒ Quality of Pre-School Programe (activities performed)
- ⇒ Personnel Quality
- ⇒ Linkage between Pre-School and Primary School
- ⇒ Community Perception
- ⇒ Conclusions and Recommendations

FACILITIES

For assessing the facilities available in the AWs the areas that have been probed relate to the following.

1 Local of AW
2 Availability of Space - indoor and outdoor and Utilisation of outdoor space available
3 Availability of outdoor equipments
4. Availability of worker made material
5. Availability of supplied material
6. Collection of environmental material
7 Toilet facilities and their utilisation
8 Drinking water facility

Location of AW

The location of AW is an important variable with regard to not only access and stay of children in AW but also with regard to over all context and quality of pre-slchool programme. The different locations where AWs are run in the states under study are given in the following table.

Table

Location of AW in %

	Rented	Own Building	Primary School	Others available location in Villages (Community Hall Temple etc.)
Andhra Pradesh	69.57	14.49	Nil	15.94
Bihar	97.60	2.40	Nil	-
Delhi	91.7	Nil	Nil	8.3
Madhya Pradesh	61.58	Nil	9.16	29.26
Maharastra	13.7	Nil	11 3	74.9
Orissa	21	21	9	49
Rajasthan	70	30	Nil	Nil
Tamil Nadu	16 6	12	-	71.1
Uttar Pradesh	100	Nil	Nil	Nil
Average	**60.19**	**8.87**	**3.29**	**27.61**

The table above shows that 60 19% AWs are located in rented rooms when all the States are taken together. However the range of AWs located in rented rooms varies from 16 6% in Tamil Nadu to 97.60% in Bihar. In Uttar Pradesh all the AWs are located in rented rooms There are 8.87% AWs housed in buildings owned by the Social Welfare departments The state level variations reveal that there is no AW found under the sample covered having own building in Delhi, MP and Uttar Pradesh. In Bihar there are 2 4% AWs housed in own building whewreas in Rajasthan maximum percentage of AWs i e , 30% have their own buildings

In Rajasthan, the buildings owned by AWs, as has been reported, are built under Jawahar Rojgar Yojna whereas in A.P it was reported that the buildings owned by AWs are constructed by Tribal Development Authority in the ITDA project areas.

There are three states viz Maharashtra, Orissa and M.P who have reported that there are AWs located in primary schools. The number of such AWs in Orissa , MP and Maharashtra are 9% and 9.16% and 11.5% respectively. No other state has found AWs functioning in Primary School premises. However, Rajasthan has found AWs in some places in rural and tribal areas functioning nearby primary school or within primary school premises, not included in the sample

There are 27 6% AWs found functioning in all the states combined together in other locations i.e. community halls, temples or within shops or community owned free places, municipal halls The maximum number of such AWs are in Maharashtra (74.9%) followed by Tamil Nadu (71%) Orissa (49%) M.P. (29.26%) A.P (15.94%) and Delhi (8.3%) Number of such AWs reported in Bihar, Rajasthan and U.P. is nil.

From the above analysis it is clear that 60% AWs function in rented rooms which in large majority of cases lack an environment which is conducive to a good quality pre-school programme Similar condition, more or less, prevail in locations such as community halls, shops, temples where 27.6% AWs are located. Remaining about 12% AWs which are either located in buildings owned by the Welfare Department or in Primary School premises may have certain advantages over rented locations in terms of space, linkage with primary schools and other facilities.

Indoor Space

Indoor space occupies prime place in the overall context of facilities Without sufficient indoor space it would be difficult to organise various indoor activities effectively. As large number of AWs are located in rented rooms, the indoor space and its adequacy for meaningful conduct of activities is a serious concern. As per the minimum specifications (suggested by NCERT for a pre-school programme) the indoor space for 30 children should be at least 5 meters X 7 meters. However, looking at the field situations the adequacy of indoor space has been assessed at a lower level as hardly any AW would come to a level of suggested norms for indoor space. Even after this reduction in per child indoor space availability norm of 3 x 4 meters, it has been found that many AWs still do not come up to this minimum of the minimum specification, as the following table suggests

Table

Adequacy of Indoor Space

State	% of AWs with Adequate Space	% of AW with Inadeq Space
A.P	62.32%	37.68%
Bihar	82.02%	17.98%
Delhi	31.9%	68.1%
M P	71.34%	28.66%
Maharashtra	61.2%	38.8%
Orissa	51%	49%
Rajasthan	83.21%	16.79%
Tamil Nadu	48.5%	51.5%
U.P.	69.95%	30.5%
Average	**62.38%**	**37.62%**

The table above broadly suggests that there are 37.62% AWs where indoor space for activities is inadequate. This figure seems to be low because in most cases the norms of adequacy seem to have substantially lowered to be realistic in approach If the norm of 7 meter x 5 meter indoor space is strictly adhered to the figure of inadequacy of indoor space in AWs would substantially rise These 37.62% AWs are suggestively those where there is hardly any space for children to freely move inside the AW. The acute shortage of indoor space is in Delhi (68.1%) followed by Tamilnadu (51%) Orissa (49%) Maharashtra (38.8%) and A P. (37.6).

Adequacy of Outdoor Space

Outdoor space occupies ~~as~~ an important place like indoor space. Without suitable space for out door activities for physical and gross motor development the ECE programme cannot be a balanced one. The data received from the observation of AWs about the sufficiency of out door space is given below:

Table

Adequacy of Outdoor Space

State	% of AWs with sufficient Outdoor Space	% of AWs with In-sufficient outdoor Space
A.P.	57.97%	42.03%
Bihar	72.45%	27.55%
Delhi	30.6%	69.4%
M.P.	35.37%	64.63%
Maharashtra	40.7	59.3%
Orissa	54.0%	46.0%
Rajasthan	80.29%	19.71%
Tamil Nadu	43.9%	56.1%
U.P.	65.66%	34.34%
Average	**53.43%**	**46.57%**

The table above shows that in all the states average 53.43% AWs do have sufficient outdoor space for conducting activities. However, in 46.57% AWs the outdoor space is reported to be insufficient or unavailable. The variations across the states reveal that in Rajasthan and Bihar about three fourth of AWs have outdoor space. UP has out door space in two third AWs. Orissa and Andhra Pradesh have adequate outdoor space in more than half of the AWs. Other states are below half way mark in out door space availability in their AWs. One of the trends seen in outdoor space across the states was that in mostly tribal and rural areas outdoor space available has been reported because in majority of cases open space around AWs is counted for this purpose, where as in urban areas the dearth of outdoor space is found in general barring few cases. In Delhi, M.P.

and Maharashtra AWs not found with adequate outdoor space are 69.4, 64.63 and 59.3% respectively. The availability of outdoor space in tribal/rural areas may be there but how far the available space has been utilised by the AWs for its outdoor activities is a question mark Which has been probed separately as follows

Utilisation of Outdoor Space

As mentioned above having a facility is one thing using the available facility is another. It has been a concern to assess that how far AWs are making best use of available outdoor space in conducting activities of pre-school education. The data generated on this aspect gives the following picture:

Table

Utilisation of Outdoor Space

State	% of AWs utilising outdoor Space	% of AWs not utilising Outdoor Space
A P	33.33%	66.67%
Bihar	50.41%	49.59%
Delhi	15.3%	84.7%
M.P.	32.90%	67.10%
Maharashtra	30.7%	69.3%
Orissa	53.0%	47.0%
Rajasthan	64.96%	35.04%
Tamil Nadu	14.61%	85.49%
U.P	59.65%	40.35%
Average	**39.42%**	**60.58%**

The table above shows that 39.42% AWs are utilising the outdoor space out of 53.43% having outdoor space facility. Remaining AWs do not use the available outdoor space. The state wise variation interms of percentage of AWs using outdoor space for activities are too wide ranging from 14.61% in Tamil Nadu to 64.96% in Rajasthan. Bihar and U P have found about half of the AWs using outdoor space. Delhi is also very low in utilisation of outdoor space because in Delhi availability of outdoor space is reported only in 30.6% AWs. Tamil Nadu has reported that though there is out door space available in certain rural/tribal areas but the space is not environment freindly. The same may be true in urban setting where safe outdoor space is hardly available. In all the states together there are total 60.58% AWs where outdoor space is not being utilised for activities.

Out door Equipments

Availability of out door equipments, no matter improvised ones, is an essential dimension of quality pre-school education and play-way approach. The data on outdoor equipments is available in some detail from five states out of nine. The situation that has been revealed from states is shown through the table below:

Table

Availability of Outdoor Equipments in AWs in %

States	Old Tyres	Sand Pit	Rope	Other items
Delhi	11.1	6.9	50	-
M P	42.6	48.17	21.35	51.82
Maharashtra	12.9	13.7	48.6	-
Orissa	16.0	34.0	76	-
Tamil Nadu	100.0	100.0	100.0	-
Average	**36.52**	**40.55**	**59.19**	**10.36**

The status of AWs in relation to outdoor equipment seems to be very poor as evident from the above table. There is no AW in any of the states who has reported availability of swings or balancing beams etc. as an outdoor equipment, which can be made availble with low cost locally available materials in improvised forms. The averages calculated on the basis of available data come out to be that

- old tyre are available in 36.52% AWs
- sand pit is available in 40.55% AWs
- Rope is available in 59 19% AWs

The poor availability of outdoor equipment is not the only indication of poor quality of outdoor activities but seldom use of available material adds to the poor resources towards diluting the quality further. The state level variations are wide and distinct as in four states i e Rajasthan, Andhra Pradesh, Bihar and Uttar Pradesh, there is no data available on this variable In remaining states only Tamilnadu has reported that these three out door items i.e rope, old tyre and sand pits are available in all the AWs. Rest of the states have shown very poor presences of these items In tribal areas, specially, as reported by Tamilnadu the use of these material is nil even if availability of material is there.

Availability of Play and Learning Materials in AWs.

Material in the form of charts, cards, dominoes masks, toys, dolls pebbles etc are key to a good quality pre-school programme. These materials could be categorised in three parts which are -

- worker made material
- supplied material from the market
- material collected from the environment

All the three categories of materials have their own significance and utility. Worker made material not only indicates workers' competence but also speaks about the sustainable quality pre-school programme in AWs Similarly supplied materials have significance for durability and attractiveness. The environmental material is significant for relating children learning to their environmental context. The data available on these categories of material is only from five states, which are presented as follows.

Table
Play and Learning Materials
% of AW in States having material

Material	Delhi	M.P.	Maharashtra	Orissa	Tamilnadu	Average
			Workermade			
Picture Cards	56.9	20.74	80.7	93.0	92.4	65.76
Story Charts	52.8	16.47	63.6	96.0	89.4	
Flash Cards	52.8	46.35	48.6	65.0	68.2	58.04
Jigsaw Puzzles	47.2	44.51	61.4	73.0	62.1	56.70
Puppets	48.6	20.74	29.3	68.0	90.0	56.83
Masks	75.0	19.52	47.9	88.0	89.4	67.98
Dominoes	30.6	39.64	20.0	16.0	89.4	43.91
Threading frame	40.6	24.39	32.9	55.0	-	29.99
Soft toys	40.6	33.54	56.4	82.0	72.7	57.21
Other material	9.7	23.78	-	-	-	8.73
Average	**40.2**	**28.96**	**44.04**	**63.6**	**65.36**	**48.43**
			SUPPPLIED MATERIAL			
Wooden/plastic toys	77.8	26.82	77.1	78.0	71.2	63.45
Beads wise/string	52.8	21.34	65	74.0	-	37.03
Balls	58.3	18.90	77	84.0	81.8	60.75
Dolls	54.2	25.00	56.8	73.0	68.1	55.07
States	81.9	65.86	41.4	53.0	68.1	67.21
Charts	90.3	9.76	76.3	57.0	63.6	55.16
Average	**69.21**	**27.94**	**65.6**	**69.83**	**58.8**	**58.27**

ENVIRONMENTAL MATERIAL

Pebbles	34.7	11.59	79.3	73.0	60.0	44.82
Twigs	34.7	20.12	66.4	99.0	-	38.45
Leaves	30.6	7.97	78.6	99.0	81.8	54.84
Seeds	16.7	6.71	77.1	94.0	77.2	48.65
Clay	66.7	17.08	60	95.0	-	44.69
Other	-	52.82	-	-	-	13.20
Average	**30.56**	**19.38**	**60.2**	**76.66**	**36.5**	**44.66**
Sum Total of all three categories	**46.65**	**25.42**	**65.61**	**70.03**	**53.55**	**50.45**

The Availability of materials for play and learning as evident from above table varies from 25.42% in M.P. to 70.03% in Orissa when all the three categories material is combined together. How ever category wise material availability shows slight variations i.e worker made material availability and use has been reported highest in Tamilnadu (65.36%) followed by Orissa (63.6%), Maharashtra (44.04%) Delhi (40.2%), and M.P. (28.96%) supplied materials (marketted items) availability is highest in Orissa (69.83%) followed by Delhi (69.21%) Maharashtra (65.6%), Tamilnadu (58.8%) and M.P. (27.94%). The environmental materials collection is highest in Orissa (76.66%) followed by Maharashtra (60.2%) Tamilnadu (36.5%), Delhi (30.56%) and M.P. (19.38%) . Taking all the 5 states and taking all the material together the index of availability of material is 50.45%. Thus about 50% AWs are without various materials necessary for effective organisation of pre-school programme. i.e. about 52% do not have worker made material, 42% do not have supplied material.

Toilet Facility

Availability of Toilet is basic minimum facility needed in every AW. It is essential and an integral part of training of children at this stage when habit formation and cleanliness aspects remain prime concern. The data availablle on the availability of toilet facilities are shown in the table below:

Table
Toilet Facility

States	% of AWs having Toilet Facility	% of AWs wihout Toilet Facility
A.P	2.17	97.83
Bihar	10.17	89.83
Delhi	37.5	62.5
M.P.	58.53	41.47
Maharashtra	15	85
Orissa	1	99
Rajasthan	31	69
Tamil Nadu	8.5	91.5
U P.	32	68
Average	21.76	78.24

It is evident from the above table that condition of AWs in terms of abvailability of toilet facility is very poor. There are only 21.76% AWs where some kind of toilet facility is reported. In rest of the AWs i.e. 78 24% there is no toilet facility reported. The statewise variations are wide and distinct. Only 1% AWs have toilets in Orissa whereas in M.P. this facility has been reported in as many as 58.53% AWs. State report reveal that tribal AWs are totally devoid of toilet facility

Use of Toilet Facility

Having the facility of Toilet does not necessarily ensure its use. Some time even after having a facility in the AW it has been observed that the facility is not usable or accessible

Drinking Water Facility

Safe drinking water facility in AWs is one of the most important factors among all. The data gathered on the availability of proper drinking water facility in AWS has been analysed as follows:

Table

Availability of proper drinking water facility

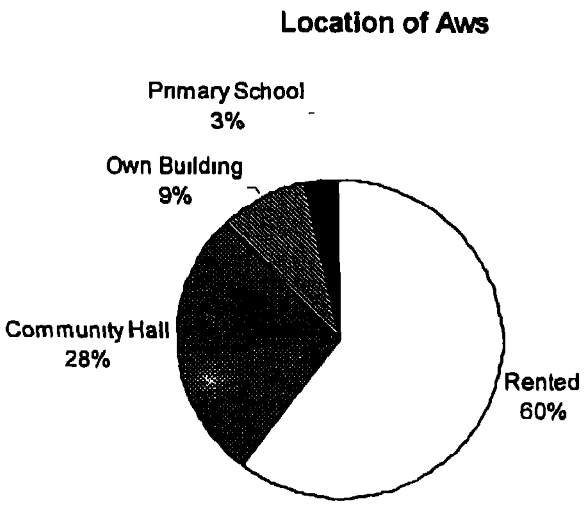
% of AW

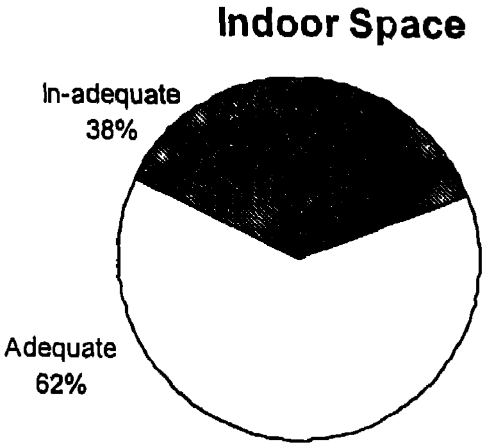
States	Yes	No
A.P.	92.03	7.97
Bihar	95.20	4 80
Delhi	56.90	43.1
M P	98	2
Maharashtra	75.7	24.3
Orissa	94	6
Rajasthan	93	7
Tamil Nadu	24.5	75.5
U.P.	85.40	14.60
Average	**79.41**	**20.59**

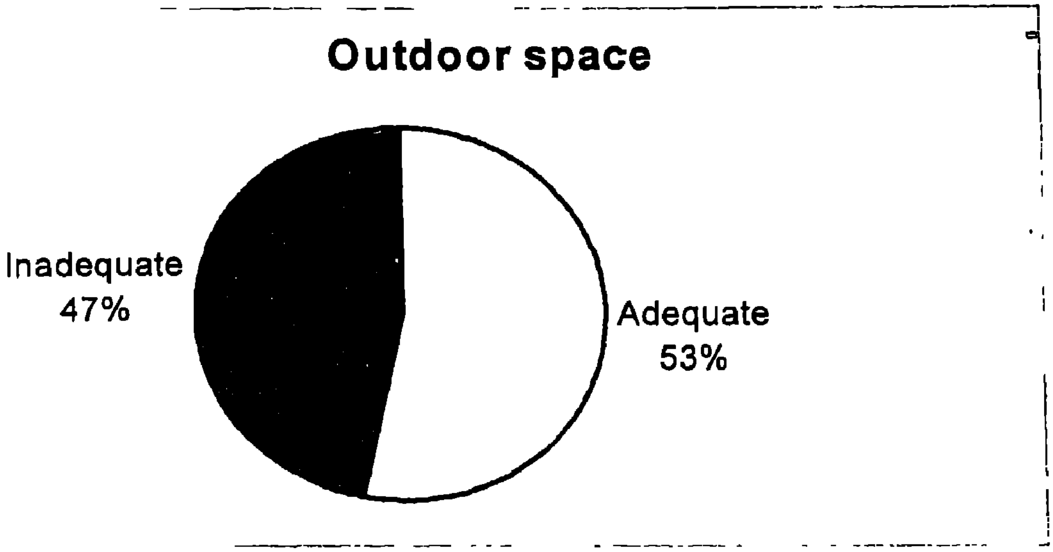
The table indicates that in 20.59% AWs across the states there is no proper drinking water facility in AWs. The state level variations range from 24.5% in Tamilnadu to 98% in M.P. who have drinking water facility in AWs.

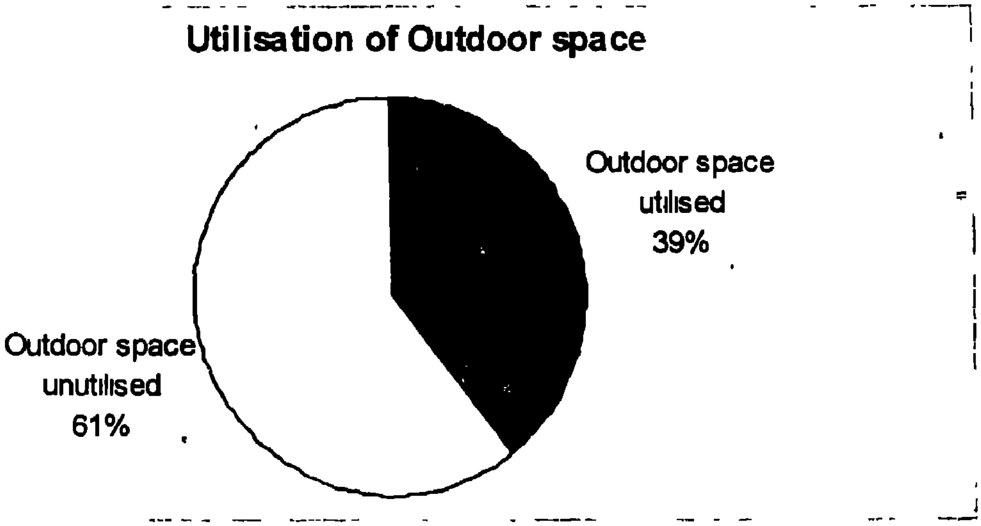
Although 79.41% AWs have reported availability of drinking water but the safe storage and cleanliness are still cause of concern in majority of cases, as observed.

FACILITIES AT A GLANCE

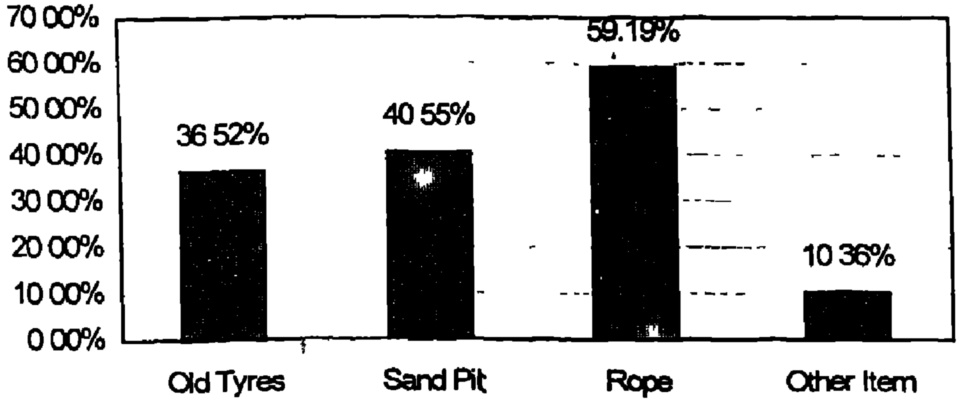




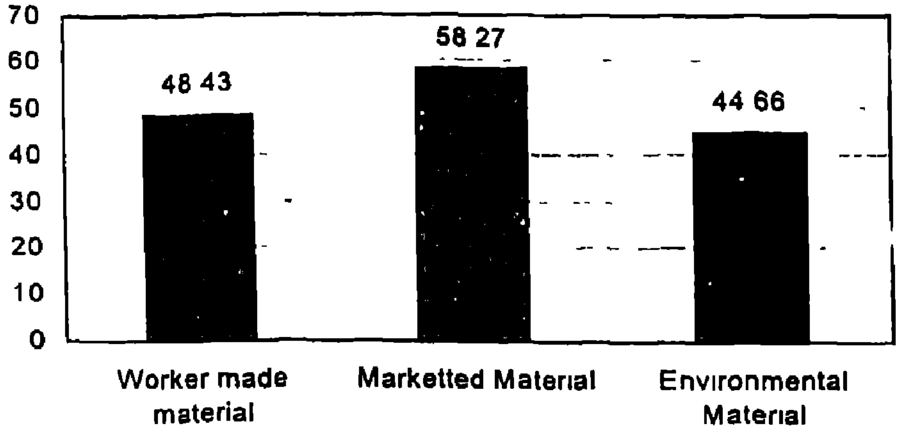

Outdoor space
Inadequate
47%
Adequate
53%

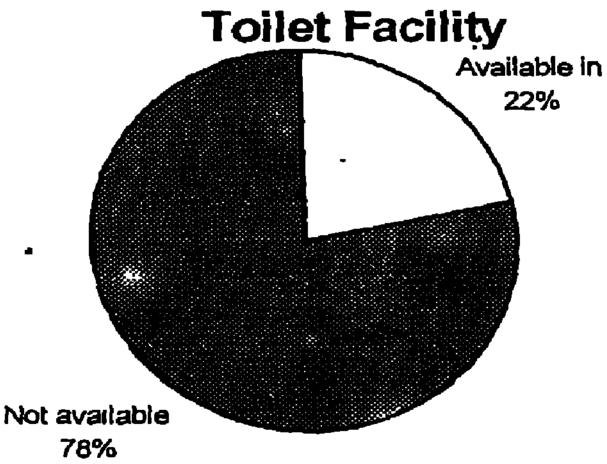

Utilisation of Outdoor space
Outdoor space
utilised
39%
Outdoor space
unutilised
61%

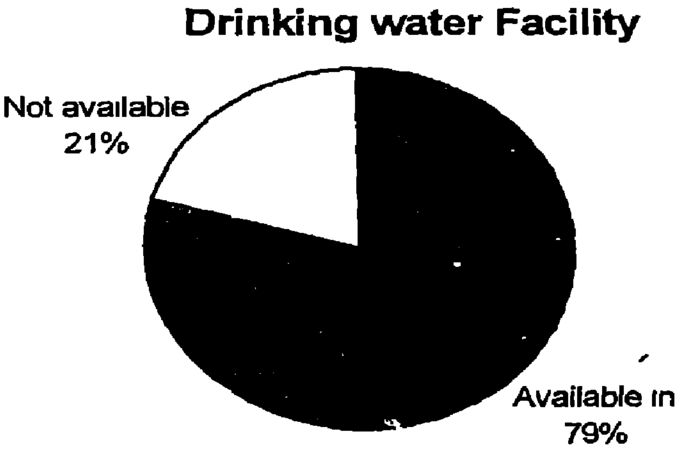
Outdoor Equipment available



Learning & Play Material




Toilet Facility
Available in 22%
Not available 78%


Drinking water Facility
Not available 21%
Available in 79%

EXTENT OF UTILISATION OF PRE-SCHOOL EDUCATION COMPONENT OF ICDS

Extent of Utilization of Preschool Education by the community is one of the strong indicators of quality of PSE component of ICDS. For estimating utilisation rate three kind of data have been collected from the sample AWs and communities These are i) total number of 3-6 age group children in the communities served by the AWs in the sample ii) number of children registered in AWs iii) number of children attending AWs on the day of observation

Utilization of pre-school education component of ICDS has been defined not merely in terms of registration of children in AWs but in terms of attendence of children in AWs The follwing tables give an account of number of pre-school age childrenn in specified areas of AWs and number of children registered in AWs and attending AWs pre-school education programme statewise, for boys and girls separately

Table

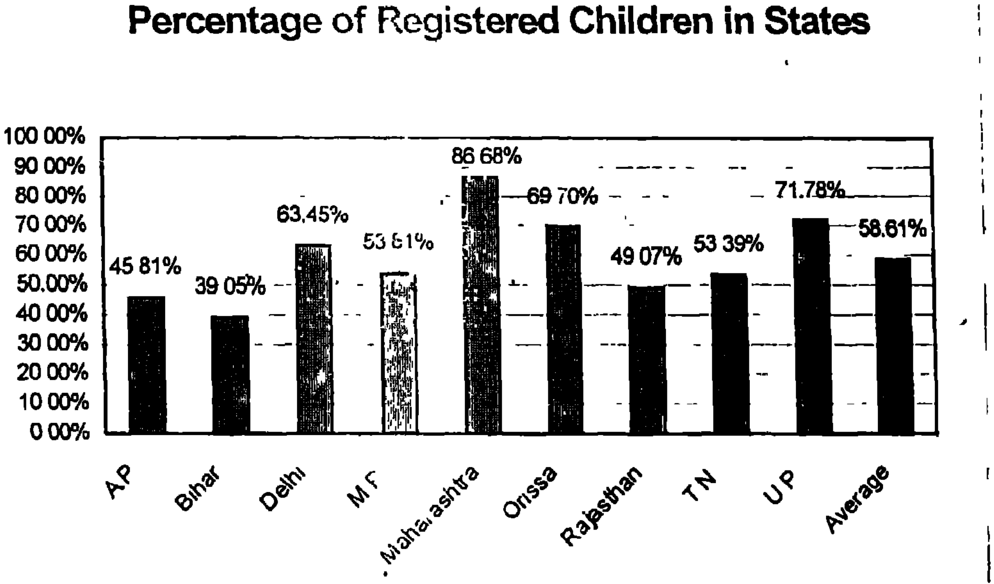
Number of Children in Specified Areas of AWs in 3-6 age group and number of registered children

S.No.	States	No. of children in the area			No. of Registered children			Percentaged of Registered children		
		Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
1	Andhra Pradesh	8716	4293	4323	3998	1910	2088	45.87	44.49	48.30
2.	Bihar	17218	8825	8393	6724	3400	3324	39.05	38.53	39.60
3.	Delhi	577	3018	2759	3666	1918	1748	63.45	63.55	63.35
4.	Madhya Pradesh	10560	5319	5241	5683	2805	2878	53.81	52.73	54.91
5.	Maharashtra	8372	4351	4021	7257	3567	3690	86.68	81.98	91.76
6.	Orissa	9181	4733	4448	6400	3290	3110	69.70	69.95	69.91
7.	Rajasthan	10907	5459	5448	5428	2744	2684	49.76	50.26	49.26
8.	Tamilnadu	2650	1351	1299	1468	783	685	55.39	57.95	52.73
9.	U.P.	18108	9107	9001	12998	6988	6010	71.78	76.73	66.71
	Average	10165	5162	4993	5958	3045	2913	58.61	58 98	58 34

The table above shows that on an average 58.61% children of 3-6 age group are registered in AWs pre-school education programme, when all the nine states' data pooled together. Nearly 41 39% children are not registered in AWs The state wise variations in terms of registered children are from the lowest 39 05% in Bihar to highest 86 68% in

Maharashtra. The other startes in between these two in increasing order of registered children are Andhra Pradesh (45.87%), Rajsthan (49.76%), Madhya Pradesh (53.81%). Tamilnadu (55 39%), Delhi (63.45%), Orissa (69 70%) and U P. (71 78%). The average registration of girls when all the states taken together is slightly lesser than boys, i.e. 58.34% and 58.98% respectively. However, in the states of Andhra Pradesh, Bihar, Madhya Pradesh, Maharashtra the registration of girls is slightly higher in comparison to boys

The state level variations are also shown through the following bar diagram



Number of Children Attending AW's PSE programme

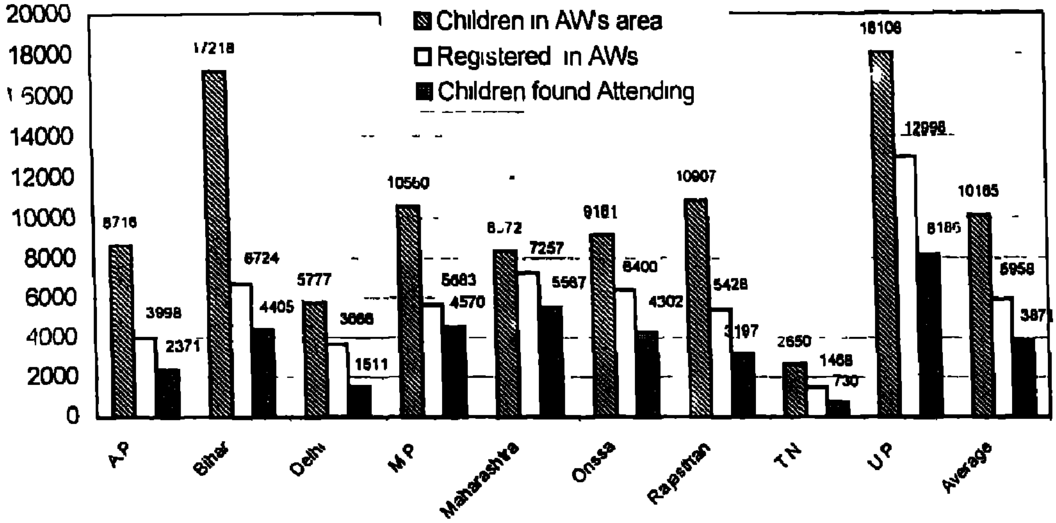
The number of registered children does not speak of actual utilisation of PSE of AW untill it is assured that registered children do come to AWs to attend PSE programme regularly for the specified duration. The percentage figures of children attending AWs PSE on the day of observation provides a strong estimate of utilization of PSE component. The state wise and sex-wise number of children found attending PSE on the day of observation is given in the table below.

Table

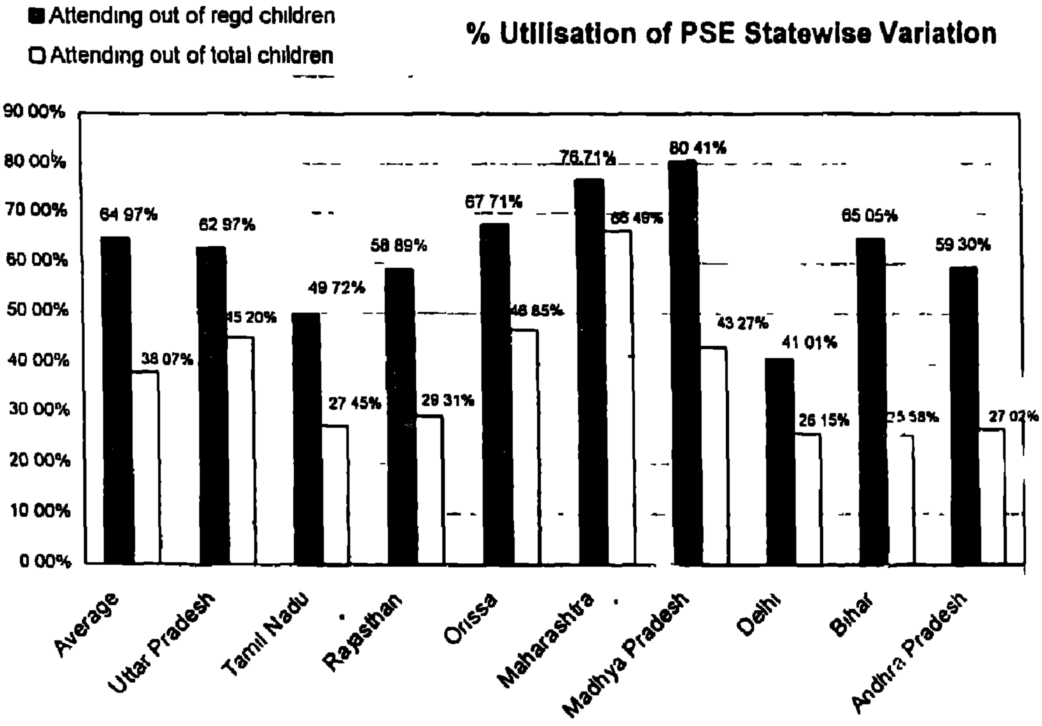
Number of children attending AW's PSE

S.No	States	Total	Boys	Girls	% of children attending out of Registered children	% of children attending out of children in the area
1	Andhra Pradesh	2371	1072	1299	59.30	**27.20**
2	Bihar	4405	2237	2168	65.50	**25.58**
3	Delhi	1511	168	743	41.1	**26.15**
4	M.P.	4570	2425	2145	80.41	**43.27**
5	Maharashtra	5567	2788	2779	76.71	**66.49**
6	Orissa	4302	2148	2154	67.72	**46.85**
7	Rajasthan	3197	1605	1592	58.89	**29.31**
8	Tamilnadu	730	401	329	49.72	**27.54**
9	U.P.	8186	4370	3816	62.97	**45.20**
	Average	**3871**	**1979**	**1892**	64.97	**38.07**

UTILISATION OF PSE . Statewise Variations



% Utilisation of PSE Statewise Variation



The table above shows that in all the nine states taken together the percentage of children attending AWs out of registered children (on the day of observation) was found to be 64.97. However, if we consider number of children attending on the day of observation out of total 3-6 years age children in the catchment areas of AWs the percentage comes to be 38.07 only. **Thus net utilisation rate based on attendence of children on the day of observation is 38.07.**

The state level variation in terms of attendence of registered children in AWs varies from minimum of 41 1% in Delhi to maximum of 80 41% in Madhya Pradesh The other states in order of increasing percentages of attending children out of registered children are Tamilnadu (49.72%), Rajasthan (58.89%), Andhra Pradesh (59 30%), U.P. (62.97%), Bihar (65.50%), Orissa (67 77%) and Maharashtra (76 71%). The table also reveals that in Andhra Pradesh and Orisa number of girls found attending AW were more than boys

The variations in terms of utilisation rate of PSE by the community vary from a minimum of 25.49% in Bihar to a maximum of 66.49 inMaharashtra. The other states in order of increasing utilisation rate (i.e. children found attedning PSE in AW out of total 3-6 years age children in the catchment area of AW) are Delhi (26.15%), Andhra Pradesh (27.20%), Tamilnadu (27.54%), Rajasthan (29.31%), M.P. (43.27%), U.P. (45.20%) and Orissa (46.85%).

It shows that about 62% children in the age group 3-6 were not found attending AW on the day of observation Out of these some were not even registered (i.e. about 41.39%) and rest were not attending the AW. The reasons for this poor utilisation of the PSE programme of AWs have been analysed in ongoing pages were parental perception about PSE has been analysed.

Caste-wise variations in registration and Attendence

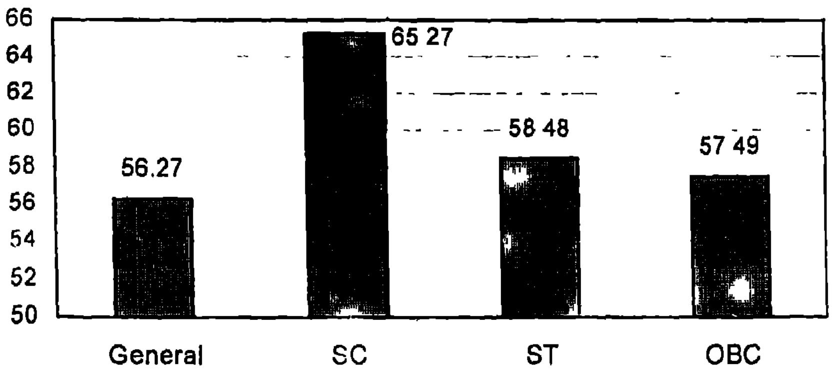
The utilisation rate has been calculated for different caste groups in order to assess the variations in utilisation rates among caste groups i e general castes, Sheduled castes, scheduled tribes, and other Backward castes The following tables give figures in percentages across states for these castes categories utilisation in terms of registration of children and attendence in AW.

Table

Percentage of Registered Children : Caste-wise Variations

S No	States/Castes	General	SC	ST	OBC
1	Andhra Pradesh	(1652) 34.75	(2407) 50.27	(1196) **64.88**	(3461) 41.55
2.	Bihar	(1860) 32.96	(5614) 36.80	(3019) **52.14**	(6725) 36.74
3.	Delhi	(2430) 57.55	(3204) 69.41	(129) 22.48	(41) **73.17**
4	M P	(2390) 42.71	(2181) 50.89	(2403)**67.70**	(3580) 53.68
5	Maharashtra	(2800) 88.25	(2019) 75.38	(1533)75.93	(2020) **91.04**
6	Orissa	((3159) **77.39**	(1929) 68.53	(2284) 75.43	(1809) 50.30
7.	Rajasthan	(4249) **52.83**	(3787) 49.72	(1289)49.03	(1582) 42.22
8	Tamilnadu	-	-	-	-
9.	U.P	(2871) 64.22	(6111) **71.53**	(1681) 60.2	(7433) 71.27
AVERAGE %		56.33	**65.27**	58.49	57.49

(NOTE Number in bracket are total number of children in communities)\



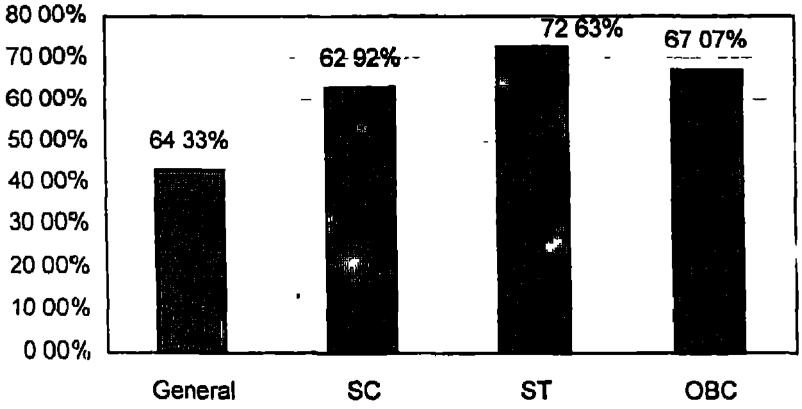
% Average Registration of Children of Different Caste Groups

Table

Percentage of Children Attending AWs Out of Registered children - Caste wise variation

S.No.	States/Castes	General	SC	ST	OBC
1.	Andhra Pradesh	**69.86**	54.13	58.63	59.81
2	Bihar	53.83	64.42	**72.68**	64.75
3	Delhi	38.32	41.63	**110.32**	76.66
4.	M P	**94.41**	70.79	82.60	76.79
5	Maharastra	75.54	**80.16**	78.88	75.10
6.	Orissa	68.79	69.13	61.40	71.20
7.	Rajasthan	59.19	**62.66**	47.31	58.23
8.	Tamilnadu	-	-	-	-
9	U.P	54.71	60.50	**69.29**	54.07
	Average	64.33	62.92	**72.63**	67.07

Average Attendence of Children out of registered



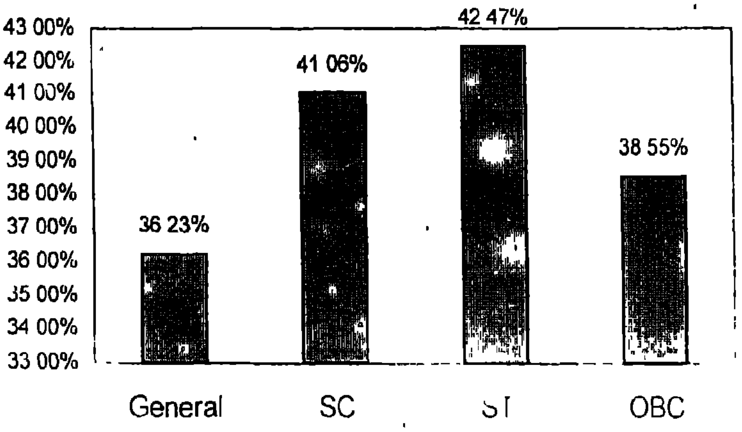
TABLE

Percentage of children attending AWs out of total children in the community

(i.e. %utilisation)

States/Castes	General	SC	ST	OBC
1 A P	24.27	27.21	**38.03**	24.85
Bihar	17.33	23.70	**37.88**	23.78
3 Delhi	22.05	28.90	24.80	**56.09**
M P	40.32	36.02	**55.92**	41.22
5. Maharastra	65.78	60.42	**73.32**	68.36
6 Orissa	**53.23**	47.37	46.31	35.81
7 Rajasthan	**31.27**	31.15	23.19	24.58
8 Tamilnadu	-	-	-	-
9. U.P	35.13	**43.27**	41.75	38.53
Average %	36.23	41.06	**42.47**	38.55

Average Attendence of different caste groups children out of total children in catchment area of Aws (in %) i.e. UTILISATION



The tables above show that there are great variations in utilisation of PSE component of ICDS among different caste groups across the states. In term of registration of children in AW's Pre-school education programme the percentage of general caste children is highest among caste categories in the states of Orissa (77 39%) and Rajasthan (52.83%) The percentage of SC children is highest (71.53%) in U P. Percentage of ST children is highest in Andhra Pradesh (64.88%), Bihar (52.14%) and M P. (67.70%). In states of Delhi and Maharashtra OBC children's registration was highest i.e. 73.17% and 91.04% respectively In all the 9 states taken together the average percentage of SC children's registration was highest (65.27%) among all the caste groups

In terms of attendence of children out of the registered children, the highest percentage of children found attending AWs ; belonged to general category in Andhra Pradesh (69 86%) and Madhya Pradesh (94.41%), belonged to SC category in Maharashtra (80.16%) and Rajasthan (62 66%), belonged to ST category in Bihar (72.68%),Delhi (110.32%), and in UP(69.29%). In Delhi the percentage of ST children attending AW was more than 100 which may be due to some unenrolled children also coming to AW.

In terms of attendence of children out of total eligible children for pre schooling in the community among the caste group, the highest percentage utilisation is of ST children i e in the states of **Andra Pradesh, Bihar, M.P. and Maharashtra**, of **general category** children in **Orissa and Rajasthan**; of SC children in UP and of **OBC** children in **Delhi.** For all states taken together, SC Children have highest registration. Highest perecentage of attendence of children out of total children in the sample AWs is of ST children.

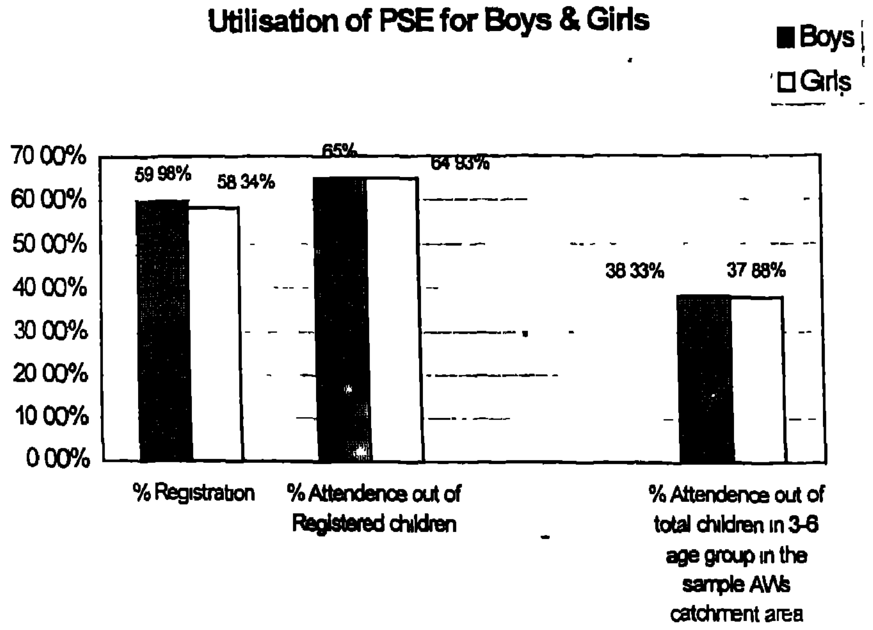
Utilisation of PSE by Boys and Girls

The utilisation of PSE of AWs by Boys and Girls of 3-6 age group has been analysed for each participating state The following table gives percentage figures for boys and girls who are registered in AWs in the sample AWs and were found attending AWs on the day of observation

Table

Utilisation % of Boys and Girls

States	Registered Children		Attendence out of Registered Children		Attendence out of pop. of childrens in 3-6 age in sample AWs	
	Boys	Girls	Boys	Girls	Boys	Girls
1. A P	44.49	**48.30**	56.13	**62.21**	24.97	**30.04**
2 Bihar	38.53	**39.60**	65.79	65.22	25.34	**25.82**
3 Delhi	**63.55**	63.35	40.04	**42.50**	25.44	**26.93**
4. M.P.	52.73	**54.91**	86.45	74.53	**45.58**	40.92
5. Maharashtra	81.98	**91.76**	78.16	75.31	64.07	**69.10**
6. Orissa	**69.95**	69.91	65.28	**69.26**	45.37	**48.41**
7. Rajasthan	**50.26**	49.26	58.49	**59.31**	**29.39**	29.21
8 Tamilnadu	**57.95**	52.73	51.21	47.81	**27.97**	25.21
9 U.P.	**76.73**	66.77	62.53	63.49	**48.09**	42.29
Average	58.98	58.34	65.00	64.93	38.33	37.88



The above table reveals that **girls registration** was slightly **higher** in the states of **Andhra Pradesh, Bihar, M.P. and Maharashtra.** In other states i.e. **Delhi, Orissa, Rajasthan, Tamilnadu and U.P.** boys registration was **higher.**

The percentage of total eligible **girls,** in the catchment area of AWs in the sample **attending** AWs on the day of observation was slightly **higher than boys** in the states of **Andhra Pradesh, Bihar, Delhi, Maharashtra and Orissa** In other **states boys attendence** was **higher.** However, **attendance in terms of registered children** in AWs, it was found that **girls attendance** was **better** in the states of **Andhra Pradesh, Delhi, Orissa, Rajasthan and U.P.** In other four states i.e. **Bihar, M.P., Maharashtra and Tamilnadu boys attendance** was **better**

When all the states taken together the percentage figures of average registration, attendence out of registered children and attendence out of total children in 3-6 age group in the community are higher for boys than girls. Though the difference is not large. These differences are also highlighted through bar diagram above.

Children not Registered in AW

Where do the children go if they donot go to AW ? This question was probed and responses received were analysed as given below

Table

Children not going to AW

State	Go to nursery school other than AW	Goto Primary School	Remain at home	Any other
Bihar	26%	22%	52%	-
M P	12%	9%	50%	29%
Rajasthan	16%	28%	47%	9%
U.P	22%	31%	31%	16%
	19%	22.5 %	45%	13 5%

It appears from above table that about 45% of children not going to AW remain at home. 22 5% children go to primary school while 19% go to other pre-school or nursery school. 13 5% children have other alternatives stated. The data on the question are not available from other states. However, they have stated reasons why children do not attend AWs. Which are stated below

Reasons for not attending AW

Statewise responses received for non-attendence/registration of children in AW as revealed by Andhra Pradesh, M.P and Tamilnadu are as follows

Andhra Pradesh

The reasons stated for non-registration/attendence are , i) children either go to convent school or primary school ii) there is ceiling for registration of children as narrated by officials i e more than 57 children (including 0-3 age group children) can not be enrolled. Also there is descrimination on the basis of caste.

Madhya Pradesh

The major reasons stated are:

i) parents think AWWs cannot take proper care of the children

ii) children help parents in domestic work

iii) meals are not served properly

Tamilnadu

In Tamilnadu the main reasons found were:

i) parents' lack of interest

ii) children do not like to sit and study

iii) inaccessibility of AW

iv) AWWs not affectionate to children

v) unclean surroundings

PRE-SCHOOL PROGRAMME (Activities)

We have analysed in the previous pages the kind of physical facilities available in AWs and the extent of utilisation of PSE in term of children's registration and attendence in AWs. In this chapter the focus is on the kind of activities being performed in AWs' PSE programme, the use of developmentally oriented curriculum and method used in organising variods activities across the states. The aspect explored through observation of AWs and interaction with AWWs relate to -

a) **duration of Pre-school programme**

b) **programme planning**

c) **use of appropriate activities (curriculum)**

The state-wise data available on these aspects are analysed as follows

Duration of PSE programme in AWs

Duration of PSE programme varies to some extent from state to state It becomes an important indicator of PSE programme's implementation. Data available regarding duration of PSE programme are presented below:

Table

Duration of PSE programme

(percentages of AWs)

States/Hours	1 hour Duration	2 hours duration	3 hours duration	4 hours duration	5 hours duration
1 Andhra Pradesh	8.7	51.82	39.42	-	-
2 Bihar	-	100	-	-	-
3. Delhi	13.9	83.3	2.8	-	-
4 M P.	-	1.22	98.78	-	-
5. Maharashtra	.7	12.1	26.4	36.4	24.3
6 Orissa	-	-	7.5	92.5	-
7. Rajasthan	25.95	52.04	15.36	6.64	-
8 Tamilnadu	-	100.00	-	-	-
9 U.P	-	7.7	12.87	73.39	6.0
	6.32	45.93	29.28	15.72	3.36

The above data is based on the responses of AWWs on the day of observation of the PSE programme. It indicates that there are variations within state and among states. About 46% the AWWs say the programme is of 2 hours duration. However, there are 29.28% AWWs who mentioned the programme of PSE to be of 3 hours duration. Similarly 15 72% AWWs say the programme to be of 4 hours duration. The number of AWWs saying PSE programme to be of 1 hour is 6.32% and of 5 hours is 3.36%.

In Bihar the daily duration of PSE as per AWWs was 2 hours. However parents have stated that children stayed in AWs for 4 hours In Madhya Pradesh though the majority of AWs have 2 hours PSE programme but the rural, tribal variations were found very distinct . In tribal packets half of the AWs were found running PSE only for an hour. In contrast in urban areas one third of AWs were found having 3 hours' duration for PSE activities. In Tamilnadu the daily duration of AW's programme is though said to be for 5 hours, which includes PSE, play and rest period However, 2 hours are alloted to following PSE activities exclusively.

1. **Prayer**
2. **Free conversation**
3. **Personal cleanliness**
4. **Reading Readiness**
5. **Writing readiness**
6. **Pre-number concepts**
7. **Indoor games**
8. **Action songs**
9. **Outdoor games**
10. **Story telling.**

The responses regarding duration of PSE in U.P. are also in great variation from rural to tribal and urban areas. There is no AW in UP where PSE is for 1 hour. There are large number of AWs in all pockets having 4 hours' PSE programme There is no AW in tribal pocket having 5 hours duration. However in urban areas there are few AWs having 5 hours duration for PSE. In general 3-4 hours PSE programme has been reported in U.P

Parents' responses were also gathered about the duration for which PSE programme runs in AWs. Parental responses vary from 2 hour to 5 hours with regards to duration of PSE programme because many parents perhaps include nutrition, rest and stay of children in AW as the total PSE programme.

Programme Planning

Programme planning is though **one of the most crucial input towards a quality programme of PSE but it appears to be one of the most neglected and least attended area** as evident from the responses received. Out of 9 states only five states have responded to the questions related to programme planning.

Majority of states have not been able to find answers because **either the term is not at all known to them or they hardly practice the principles of programme planning.** There appears to be great variance in responses of workers and supervisors regarding use of long term planning and or short term planning approach. It also appears that training in **programme planning** needs special attention for planning activities with proper understanding of children's needs and background and availability of material. The responses received on programme planning are given below for states who have responded to it

Bihar· In Bihar the mode of programme planning has been reported to be yearly, monthly, weekly and daily by the workers as per the following percentages

Yearly planning reported by 6% AWWs

Month planning reported by 25.45% AWWs

Weekly Planning reported by 18 78% AWWs

Day to day planning reported by 45.45% AWWs

The supervisors however infomed that the programme planning is done by them on monthly basis The number of such supervisors was 17.14% Remaining 83% supervisors reported that they only helped AWWs in programme planning. The responses above indicate that there is no systematic planning procedure adopted.

Maharashtra· In Maharashtra 10% AWWs have revealed that the programme planning is done on weekly basis,whereas 90% AWWs do planning on monthly basis. Similarly, 23% supervisers responded to have done programme planning on weekly basis and 63% on monthly basis. The plans prepared by supervisors are given to AWWs during sectoral meetings.

Rajasthan. In Rajasthan the responses suggest that in urban areas 66.67% AWWs do daily planning and 33.33% do monthly planning. Whereas in tribal areas about 53.85% AW's do weekly planning and 42 31% do montly planning only 3 84% do daily planning Similarly in rural AWs the monthly planning is done by more than half of the AWs Some also do weekly planning i.e.19.61% . It suggests that programme planning varies from rural to turbal to urban AWs and there is no fixed procedure adopted

The planning is done solely by supervisors in urban centres. whereas the planning is done by supervisor for 69.23% AWs in tribal areas and 64.71 in rural areas. In rest of tribal and rural areas AWWs do the planning themselves.

Tamil Nadu:

The daily activity schedule in AWs as per AWWs is generally as follows,

Prayer

Health checkup

Free conversation

Language/readiness activities

Number concept

Life oriented education

Action songs

Drama/story telling

Indoor games

Outdoor games

Nutrition distribution

Rest or sleep

Maintenance of Regiser

Regarding programme planning it has been reported that 92.4% supervisors make plans and provide them to AWWs. 53% supervisors make weekly pan and 25% supervisors make either monthly plan or yearly plans. About 67% AWWs are provided with these plans. 33% AWWs receive these plan in sectoral meetings on the day of payment.

Uttar Pradesh: In U.P. programme planning is done by 78.54% AWWs only. By and large it is done by the workers only. In few cases i e. 12 87% AWs, supervisors have helped AWWs in planning. In 38.19% AWs daily planning has been reported whereas in 40 34% AWs monthly planning is done. Weekly planning is reported in 7 72% AWs

It is evident from the above analysis that **programme planning is not taken up seriously** Some kind of schedule is adhered to by AWWs in majority of cases. The **weekly and monthly planning have been reported by many AWWs and supervisors but the relationship between weekly and monthly plans has not come up any where** As such programme planning appears to be very week in its understanding and implementation. Most of the states have recommendations to promote program planning exercise in a more systematic and scientific way.

Pre-School Curriculum

For a quality pre-school in AWs it is essential to plan and organise activities as per the developmental needs of children in 3-5 age group. It is also important to focus on allround development of children through variety of activities and material suitable to age specific needs and characterstics of children. The study assessed the quality and coverage of activities organised in PSE programme of AW through observation on the day of the visit. The observation was done to group AWs based on activities performed by the worker in to three categories.

1. **where developmentally appropriate curriculum is emphasised**
2. **where routine activities like story, song and number work is emphasised**
3. **where there is no activity organised at all**

The assessment provided by different states presents the picture as given in the table below.

Table
Implementation of pre-school curriculum

State	% of AWs where no activity organised	% of AWs where routine activities are performed	% of AWs where developmentally appropriate curriculum is practiced
A P.	5.8	42.82	51.82
Bihar	9.58	89.22	1.19
Delhi	-	62.50	37.50
Madhya Pradesh	-	90.26	9.74
Maharashtra	NA	NA	NA
Orissa	NA	NA	NA
Rajasthan	15.80	68.02	16.18
Tamil Nadu	19.53	47.16	33.33
Uttar Pradesh	NA	NA	NA
Average	**8.45**	**66.66**	**24.96**

Note: NA – Not Available

The table above indicates that in two third of the AWs (i.e. 66.66%) routine activities including story telling, songs and number work are conducted. There are about one fourth i.e. 25.96% AWs where the pre-school programme is geared towards the developmental needs of children. Remaining 8.45% AWs are reported to have either very poor programme or no programme at all. **It is therefore imperative that AWs pre-school programme needs to be strenthened in its contents (curriculum) and methodology and related to developmental needs of children.**

Statewise variations reveal that Pre-school programme is geared towards the development needs of children - in half of the AWs in Andhra Pradesh; about one third in Delhi (37.50%) and Tamilnadu (33.33%); one eighth in Rajasthan; one tenth in MP and one hundredth in Bihar. In about 90% AWs in Bihar and M.P. activities reported are routine and monotonous one. There are large numbers of AWs where no activity has been reported in many states. About 20% AWs in Tamilnadu 16% AWs in Rajasthan 10% AWs in Bihar and 6% AWs in Andhra Pradesh practically no activity has been reported

The variations within the state are also large in terms of implementation of developmentally appropriate curriculum. Variations have been reported in A P , Tamil nadu and Rajasthan from rural to urban and tribal areas In Tamilnadu there are 60.8% of urban AWs, 23.8% of rural AWs and 15 4% of tribal AWs where developmentally oriented curriculum is observed. In Rajasthan though developmentally appropriate activities have been reported in rural, urban and Tribal areas in 22 16%, 11 01% and 15.38% AWs respectively, but at the same time it was also underlined that most of the activities performed become routine one. **It suggests that the differentiation made between developmentally appropriate activities and routine activities was minimal.** More or less similar views have been reported in Andhra Pradesh about the nature of activities performed in AWs. Where 51 82% AWs have been reported conducting appropriate activities. But also reported is the fact that the number of activities are limited to three to four making the programme repeatitive and routine one in due course of time The lack of proper supervision also is a factor in routinising the programme

In all the states there are an average three fourth of AWs where routine activities are practiced and in only one out of twelve AWs comparatively developmentally appropriate curriculum is practiced. Which indicates towards a strong need to modify pre-school curriculum to be more child -friendly and joyful.

Teaching of 3 R's

One of the resons of curriculum of pre-school education being inappropriate to the needs of children is over emphasis on formal teaching of 3 R's.

The following table indicates the magnitude of practicing 3 R's in AWs' pre-school education programme

Table

Teaching of 3 R's

States	% of AWs Teaching 3 R's
1. Andhra Pradesh	46.72
2. Bihar	NA
3. Delhi	90 13
4. M.P.	79
5. Maharashtra	51.7
6. Orissa	NA
7. Rajasthan	100%
8. Tamilnadu	100% (Parents insist)
9. Uttar Pradesh	NA
Average	**77.93**

As per the table above there are three states where information is not given on formal teaching of 3 R's. In remaining six states it is evident that large number of AWs practice teaching of 3 R's Rajasthan and Tamilnadu have agreed that it is a common feature in all the AWs that 3 R's are practiced formally In Delhi too more than 90% AWWs have agreed to it M.P., Maharashtra, Andhra Pradesh have also confirmed the practice of teaching of 3 R's under pre-school programme. The situation may not be different in other states. The reasons for practicing teaching of 3 R's as reported in many states is due to parental expectation. 69% parents in Tamilnadu have desired for teaching of 3 R's in AWs. AWWs also find adherence to teaching of 3 R's easy in the absence of a balanced pre-school programme. **It indicates towards a need to have a detailed planning for pre-school activities, covering developmentally appropriate curriculum, on long term and short term basis with focus on variety of activities in each area of child development.**

PERSONNEL QUALITY

The main functionaries involved in AW's pre-school education programme at grassroot level are Anganwadi workers (AWWs) Anganwadi helpers (AWHs), supervisors and Child Development Project Officer (CDPOs). The age, education qualification, training etc of the functionaries have significant bearing on the programme quality of the pre-school education component. The personnel profile of above functionaries (except CDPOs who have more to do with facilitating the other workers) has been presented in terms their educational status, age, experience and training in ECE.

Profile of AWWs

Age: The age of AWWs is important from the point of view of roles and responsibilities of AWWs. The age wise variations in terms of age of AWWs across the states are present below

Table

AWWs' Age

S No State	Below25yrs. (%AWWs)	25-30 yrs. (%AWWs)	Above 30 years (%AWWs)
1. Andhra Pradesh	-	100	-
2. Bihar	9.09	36.96	53.93
3. Delhi	6.9	20 8	72 2
4 M.P	9.77	29.87	60.36
5. Maharashtra	N.A.	N.A	N.A
6 Orissa	N A.	N.A	N.A.
7 Rajasthan	9.86	20.7	69 64
8 Tamilnadu	-	9.1	90.9
9. U P	8.78	40.00	51.22
Average	6.34	36 77	56.89

The table above shows that more than half ofAWWs (56.89%) are above 30 years of age. There are 36.77% AWWs between 25 to 30 years and 6.34% are below 25 years of age.

In Andhra Pradesh most of the AWWs are in 25-30 years age group where as in Tamilnadu majority are above 30 years of age.

Educational Level of AWWs

Educational level of AWWs is one of the significant variable for quality of pre-school education component. Variations across the states regarding educational level of AWWs are shown through the table below.

Table

Educational level of AWWs

S No State	Illiterats	Below 8th	Middle/H.S .	Inter mediate	Graduate	Post Graduat
1 A P	-	-	100			
2 Bihar	-	5.45	46.66	30.30	16.36	1.21
3. Delhi	-	-	38.9	51.4	9.7	-
4. M P.	-	48.78	50.60	1.0	-	-
5. Maharashtra	-	12.9	65.0	17.1	4.3	-
6. Orissa	-	18.49	58.21	15.06	8.21	-
7. Rajasthan	7	28.0	58.5	4.5	2	-
8 Tamilnadu	-	-	76 0	-	-	-
0 U P.	-	6.1	28.95	27.46	16.30	11.15
Average	**.87**	**13.30**	**58.06**	**16.31**	**6.31**	**1.37**

The table above reveals that large number of AWWs (i.e. 58.06 on an average) are middle or high school pass. Nearly one fourth AWWs are having education more than highschool, which includes 16.31% senior secondary, 6.41% graduate and 1 37% Post graduate. There are about 14% AWWs below 8th pass, which includes .87% illiterates. The state level variations show that illiterate AWWs are reported in Rajasthan only In every 14 AWWs one AWW is illiterate in Rajasthan. In U.P. in every 9 AWWs one is postgraduate

In urban areas qualification of AWWs was found higher than rural or tribal areas in many states

Experience of AWWs

The experinece of working of AWWs in AWs has direct bearing on the functioning of AWs The following table shows the experinece of AWWS in years, across the states.

Table

Experience of AWWs

S.No. & State	Less than two years	2 to 4 years	4 to 9 years	More than 9 years
1. A.P.	-	-	100	-
2 Bihar	1 21	6.06	32.12	60.60
3 Delhi	8.3	23 6	19 4	48.6
4 M P	1 2	8.53	52.43	38.0
5 Maharashtra	NA	NA	NA	NA
6 Orissa	.68	26.71	43.15	29 45
7. Rajasthan	8.0	7 5	24.0	59.5
8. Tamilnadu	-	-	15.0	85.0
9 U P	.85	12 07	35.19	41.20
Average	**2.5**	**10.5**	**40.5**	**44**

It is evident from the table above that 84.5% AWWs across the states are having more than 4 years experience and 44% among them are with more than 9 years experinece. Only 2.5% are less than two year and 13% less than 4 years. In Tamilnadu 85% workers are more than 9 years of experinece and in M.P. and orissa 52.43% and 43.15% workers are having 4-5 years experience.

In U P it has been revealed that in urban areas most of the workers are more than 9 years experience whereas in rural tribal areas workers are mainly of 4 - 9 years experience.

Training of AWWs

The initial job training and in-service training of AWWs plays significant role in the quality upgradation of ECE Programme.The extent to which training received by AWWs, either initial or refresher was assessed and responses received were analysed as shown below

AWWs Training in ECCE

States	Trained	Not trained
Andhra Pradesh	95.65	4 35
Delhi	89.00	11 00
M P.	98.78	1.22
Maharashtra	70.40	29.6
Orissa	93.15.	6.5
Average	**89.4**	**10.6**

An average 89 4% AWWs were found trained in ECE either having initial job training or inservice training In Maharashtra one fourth of worker were untrained.

Caste-wise Distribution of AWWs

On the basis of % figures given by five states the total percentage of AWWs of different caste categories is shown in the table below.

Table

Caste wise distribution of AWWs

S No	State	General Caste	SC	ST	OBC
1	Bihar	33.93	3.03	22 42	40.6
2	Delhi	73.6	23.6	1 4	1.4
3.	M.P	60.0	2 2	14.6	23.2
4.	Rajasthan	77.0	11.0	3.5	8.5
5.	U P.	41.20	14.16	5.15	29.18
	Average	**57.14**	10.8	9.4	**20.6**

The table above shows that on an average 57.14% AWWs belong to general caste and 20 6% AWWs belong to OBC followed by 10.8% SC and 9 4% ST category. There are great variations statewise i.e in Bihar the highest percentage of AWWs (40.6%) belongs to OBC In other states highest percentage of AWWs belong to general category.

Marital Status of AWWs

As per the data available from three states i.e. Bihar, Delhi and M.P. the average figures regarding marital status of AWWs is as follows

Married - 77.86%
Un Married - 12.04%
Widow/Divorcee - 9.51%

In Bihar there are maximum number of widows i.e 10.9% , followed by 9.14% in M.P. and 2.8% in Delhi. The divorcee are maximum in M.P. i.e. 4.11% against 1.4% in Delhi and 6% in Bihar. Maximum number of unmarried AWWs are in Delhi i.e. 18.1% followed by 11.97% in M.P. and 6 00% in Bihar.

Residence of AWWs

Residence of AWWs is viewed as an important factor as far as functioning of AW for its full duration is concerned. If AWWs reside far away from the AW's location it may have negative impact on the functioning of AWs as lot of time is lost in comuting. The percentage figure of AWWs regarding location of residence is given below based on data available from four states i.e. Andhra Pradesh, Delhi, M.P. and Orissa.

AWW resides in the same Village (Community)	**77.83%**
AWW does not Reside in the same village (Community)	**22.17%**

Profile of AWHs

Age The data on AWHs' age is available from five states i e Bihar Delhi, M.P., Rajasthan and Tamilnadu Based on these five state's data it is found that

82.38% AWHs are above 30 years age
10.2% are between the age of 25-30 years
6.7% are below 25 years age.

Statewise variations reveal that in Delhi 93%, in Tamilnadu 92.4% in Rajasthan 82.5% and in M P. 79 26% are more than 30 years of age In Andhra Pradesh majority of helper are above 40 years of age.

Educational Qualification

Except U P. all states have given data about AWHs' educational level. Based on eight states information it is estimated that

Nearly 60% AWHs are illiterate
About 36% AWHs are primary educated
About 2% AWHs are middle pass or above

State-wise variations reveal that in Andhra Pradesh almost all of the AWHs are illiterate followed by 95.66% illiterate AWHs in Rajasthan and 88.41% in M.P. However, in Orissa about three fourth of AWHs are with primary education followed by 62.1% helpers with primary education in Maharashtra. Bihar has reveal that 8.4% helper are above 8th pass followed by 4.2% and 4.12% 8th pass helpers in Delhi and Orissa respectively. In U.P. there are mostly illiterate helpers in urban and tribal areas whereas in rural areas there are some graduate helpers as well.

Training

The data about AWH's training is available for six states i.e. A.P., Delhi, M.P., Maharashtra, Orissa and Tamilnadu. Based on the available data it is estimated that

68% helpers are trained

32% helpers are untrained.

The state level variations reveal that in Orissa 65.76%, in Maharashtra 55.6% in Delhi 38.7% helpers are untrained. Helpers who are said to be trained in pre-school have perhaps in most cases only got an orientation on pre-school education through a combined training programme for all the components of ICDS

Caste-wise Distribution of Helpers

Based on data available from four states i.e Bihar, Delhi, M.P. and Rajasthan about caste composition of helpers in sample AWs in the study the average percentages of helpers belonging to different caste categories is that-

- **there are 36.66% helpers from general caste**
- **there are 31.85% helpers from OBC category**
- **about 17% helper belong to SC category**
- **about 14% helpers are from ST category.**

State-wise variation reveal that in Delhi there are 51.4% helper from SC category and in Bihar and M.P. helpers from OBC are in maximum number i.e. 54.48% and 55.85%

respectively. In Rajasthan the helpers from general caste are highest i.e. 77.5%. It is also revealed that number of ST helpers is negligible.

Duties of AWHs

Regarding job duties of helpers the responses receive are given through the table below

Table

AWHs Duties

	Delhi	M P.	Rajasthan	U,P	Average
Brings Children from home	84.7	56.7	98.0	74.67	78.51
Arranges play materials and drinking water	66.7	33.53	94.89	68.24	66.84
Collects enrionmental material	31.9	Nil	40.87	47.63	30.1
Distributes nutrition	88.9	5.48	92.70	58.36	61.36
Repairs play materials	48.6	-	24.03	54.93	31.89
Organises activities of PSE	59.7	4.29	31.75	69.09	41.20

As per the data available from Delhi, M P. Rajasthan and U P. the Job priorities of AWHs are i) bringing children from homes ii) arranging play material and water iii) distributing nutrition, iv) organising activities for young children v) repair of play materials and vi) collection of enrionmental material The table above also indicates that in M.P. collection of environmental material by AWHs is neglected all together.

Profile of Supervisors

The average picture based on data available from the sample states reveals that

1. Majority of Supervisors (74%) are graduates or Post graduates In Delhi 80%, in U P 65.4%, in Bihar 54.24% and in Rajasthan 54% supervisors are postgraduates In Andhra it has been revealed that majority of supervisors are senior secondary to graduate In Maharashtra nearly onefourth of supervisors are only matriculates In

general in rural tribal areas supervisors with matric or higher secondary may be working but in urban areas mostly graduate and postgraduates supervisors are working

2. Supervisors on an average have an experience of more than 9 years. In Bihar 82.85% supervisors are with more than 9 years experience where as there are 75% supervisors in Delhi, 66% in Rajasthan, 60 6% in Tamilnadu, 59.61% in U.P. having more than 9 years experience Very few supervisors i.e. 2 75 % on an average have experience less than 3 years

3. Majority of the supervisors i e 91.4% are trained in pre-school education Remaining are untrained. It has also been pointed out that there are large numbers of supervisors who have also received refresher training in ECE For example, in Tamilnadu out of 86.4% trained supervisors 64% have also received refresher training In M P it has been revealed that there are 17.08% supervisors untrained in ECE but they have received the refresher training alongwith 82.92% trained supervisors. In Andhra Pradesh only 4 38% supervisors are without training in ECE whereas in M P. 17 08% supervisors are untrained

4. The data reveals that there are on an average 64.4% supervisors from general caste followed by 16 3% belonging to SC, 12.99% from OBC and 6 3% are from ST category State level variations reveal that in Delhi 90% supervisors are from general caste and 10% from SC category. In Andhra Pradesh, large majority of the supervisors are either from general caste or SC category The maximum supervisors from ST category are in Bihar (20%) and from OBC in M.P. (i e. 35 36%).

5. Regarding marital status the responses from three states reveal the following picture.
   - ⇒ In M P. there are 45% married and 51% unmarried supervisors. 4% are widows
   - ⇒ In Bihar 91.42% are married and 5.71% unmarried. Only 2.85% are widow/divorcee.

⇒ In Delhi 75% are married and 20% unmarried 5% are widow/divorcee.

On average there are 70.47% supervisors married and 27.23% unmarried .Only 2 3% are divorcee/widows.

7. With regards to planning, monitoring and supervision aspects the picture appears to be a mixed one. In majority of states though supervisors appears to be providing plans to workers and supervise activities on fortnightly or monthly visits but it has also been pointed out that supervisors are not seen looking into the academic aspects of pre-school education component The state specific responses are as follows

In **Delhi** 25% supervisors prepared weekly plans and provided to wokers, 93% supervisors demonstrated activities to workers for improving the quality Majority of the supervisors visited AWs in their charge fortnightly and spent one hour in each AW The mean quality score of supervisor was 17 out of 28 maximum score i e the percentage score of 60.7%.

In **Andhra Pradesh** it was revealed that supervisors in majority were not seen looking into the academic aspect of pre-school education activities.

In **Madya Pradesh** 78 56% AWs get monthly plans provided by supervisors which are given to worker in sectoral meetings In large majority of cases (93.29%) supervisors visited AW once a month and 85% supervisors spent from 2 hours to whole day in an AW on the day of visit

In **Tamilnadu** 92 4% workers get plans made by supervisors. 53% were provide weekly plans and rest monthly calendar of activities. Plans are given to worker in sectoral meetings In general supervisors admit that they go only by records while supervising.

In **U.P** 86% of the workers have reported to get plan from supervisors.

From the above available data it is evident that there is hardly any systematic way and uniformity in planning and monitoring pre-school activities The time spent by supervisors also vary within state and among states How much time. out of total time spent in an AW. is used in supervising pre-school education component is not at all celar.

Quality Scroes of AWWs, AWHs and Supervisors

The quality scores of AWWs, AWHs and supervisors were available from four states only i e **Bihar, Delhi, Maharashtra and Orissa** The mean scores on quality of above personnel are presented through the table below.

Table

Mean Quality Scores of AWWs, AWHs and Supervisors.

S No / States	AWWS	AWHs	Supervisors
1 Bihar	17.74	3.67	18.38
	(68.23)	(52.42)	(65.64)
2. Delhi	16.08	3.22	17.0
	(61.84)	(46.0)	(60.71)
3. Maharashtra	14.53	2.34	21.21
	(55.88)	(33.42)	(75.75)
4 Orissa	17.36	3.14	20.59
	(66.76)	(44-85)	(73.53)

The AWWs mean quality score reanges from minimum of 14.53 in Maharashtra to maximum of 17.74 in Bihar out of total achievable score of 26. Similarly AWHs mean quality score ranges from minimum of 2 34 in Maharashtra to maximum of 3.67 in Bihar out of total achievable score of 7. For supervisors the mean quality score, out of an attainable score of 28, is highest for Maharashtra i e 21.21 and lowest for Delhi i e 17.0 The percentage mean score are given in brackets for every comparison It is evident from the above analysis that the percentage mean score on quality are very poor for AWHs in comparison to AWWs and supervisors. Supervisors have by and large attained a high quality score in all the states followed by AWWs. The lowest score for AWWs and AWHs is in Maharashtra . However, the quality score of supervisors in Maharashtra is highest It means in Maharashtra supervisors' quality is best where as AWWs' and AWHs' the lowest among all the four states

Family Background of Children and Perception of Community Towards PSE

To address the issues of poor registeration of of 3 -6 age group children in AWs' PSE (Pre-School Education) programme and still poorer utilisation of its services by the community, one needs to ponder upon not only the aspects of quality of PSE in AW but also the family background of children and ,perception of community towards PSE component. The family background of children and parental perception towards PSE would explain, to some extent, the magnitude of low registeration and participation of children in the programme. The educational and occupational status of parents of children who are registered in AWWs are given below

Educational status of parents of children Registered in AWs.

The educational level of both parents i e. mothers and fathers of children registered in AWs were recorded in all the AWs visited in all the states. The data about parents' educational level is not available for the state of Orissa. For other states covered in the study the available data is presented in the following table

Table

Educational Status of Parents of Registered Children (in %)

States/Education Status		Illiterate	Primary upto Middle	Secondary upto Higher Secondary	Graduate	Post Graduate
Andhra Pradesh		Majority are illiterates	-	-	-	-
Bihar	Mothers	72 68	20 75	6 48	.1	-
	Fathers	53 45	30 08	15 15	1 35	-
Delhi	Mothers	32 57	21.21	35 55	8 33	2 27
	Fathers	48 48	20 45	25.74	7 78	1 51
M P	Mothers	70 61	18 56	8 47	1.52	84
	Fathers	49 79	26.01	20 11	3 46	63
Maharashtra	Mothers	37 47	37 87	22 55	2 08	-
	Fathers	23 49	37 02	35 61	3 63	002
Orissa		NA	NA	NA	NA	NA
Rajasthan	Mothers	83 7	12 3	3 0	-	01
	Fathers	59 3	25 3	11 0	1 2	3
Tamil Nadu	Mothers	50 5	18 6	26 0	2.5	-
	Fathers	40 2	30 4	28 52	2.5	2
U P	both parents	57 95	22 0	6 20	3 80	2 17

(In tribal areas in Tamilnadu 100% Mothers illiterate)

The table above reveals that all the mothers in A.P. in general and tribal areas in particular are illiterate. The same is true for Rajasthan, Bihar, and Madhya Pradesh, where 70.61% and 83.7% mothers are illiterate respectively. Middle pass mothers' percentage ranges from 12.3 to 37.87%. HigherSecondary pass mothers are 35.55% in Delhi whereas in other states it ranges from 3% to 26%. Not more than 2% mothers are graduate. The fathers' educational status is comparatively better in all states except Delhi. In Delhi more mothers are educated than fathers. Nearly half of the fathers are illiterate in Delhi in comparison to onethird mothers. The table indicates that vast majority of children coming to AWs are having illiterate mothers and fathers.

Occupational Status of Parents of Children Registered in AWs

The occupation status of parents available for six states is given through the table below.

Table

Occupational Status of Parents of Registered Children in %

State Occupational Status of Parents	Casual Labourer	Landless Labourer	Marginal farmer	Craftmen petty shopkeeper	Others
Andhra Pradesh	NA	NA	NA	NA	-
Bihar	29.08	38.92	18.15	9.32	4.54
Delhi	45.8	7.5	13.33	33.33	-
Madhya Pradesh	28.36	22.52	32.90	10.74	5.66
Maharashtra	29.38	17.26	21.76	10.33	22.11
Orissa	NA	NA	NA	NA	NA
Rajasthan	34.1	21.2	28.67	7.67	7.4
Tamil Nadu	19.01	47.5	7.5	12.3	13.7
Uttar Pradesh	NA	NA	NA	NA	NA
Average	**30.94**	**25.80**	**20.38**	**13.94**	**8.90**

The average occupational status of parents is found in the order of casual labourer (30.94%) landless labourer (25.80%), Marginal farmer (20.38%) and craft men/shop keeper (13.94%). Others constitute only 8.9%. The state level variations however show that the number of casual labourer is highest in Delhi, Maharashtra and Rajasthan. The landless labourer are highest in Bihar and Tamilnadu. Marginal farmers are highest in M.P. In Maharashtra the number of parents belonging to other occupations is substantially higher in comparison to other states.

Community Perception of PSE programme of AWs.

Focussed group interviews of parents were conducted in AWs covered under the sample to know the perception of parents about pre-school education programme. Two groups of parents were interviewed in each AW i.e

i) Parents whose children registered in AWs.

ii) Parents whose children are not registered in AWs

Parents gave their views as per the following few questions put before them i.e.

1 Does AW open regularly ?

2. Is AW running Satisfactorily ?

3 What would you do if AW is closed ?

4 What should be a good AW's PSE programme like ?

Responses received on these above questions put before parents are analysed as given in the following tables

Does AW Open Regularly

The data from seven out of nine states under the study are available on the above query, from both the parents' groups i.e parents A - parents whose children go to attend AW's PSE programme and parents B – parents whose children do not go to attend AW's PSE programme Views of both groups of parents are presented through the table given below

Table

Does AW Open Regularly

States	% of Parents A		% of Parents B	
	Yes	No	Yes	No
Andhra Pradesh	94.16	5.84 -	68.61	31.39
Bihar	69.46	30.54	52.11	47.89
Delhi	97.2	2.8	87.5	12.5
M P	51.92	45.07	88.43	11.57
Maharashtra	94.1	3.0	86.1	13.9
Rajasthan	97.3	2.7	66.45	33.55
Tamil Nadu	98.5	1.5	96.9	3.1
Average	86.52	13.06	78.01	21.98

The above table reveals that group A parents whose children are going to attend AW's PSE programme have, in higher number (i e 86 52%), opined in affirmative about the regular opening of AWs in comparison to group B parents i.e. parents whose children do not go to AW's PSE Only 78 01% of parents B have agreed that AW opens regularly. However, there are 13 06% parents in group A and 21 98% parents in group B who have found that AWs are not opening regularly

Statewise variation reveal that in M P. and Bihar there are large number of parents (i.e. 45 07% and 30 54% respectively) whose children are going to AW's PSE programme and have found that AW opens irregularly

Satisfactory Functioning of AW

Parents were asked whether the AW was running satisfactorily or not Responses received were analysed as given below.

Table

Is AW running Satisfactorily ?

S No	State	ParentsA		ParentsB	
		Yes	No	Yes	No
1	Andhra Pradesh	83 94	16 06	72	99 28
2	Bihar	77 24	22 76	53 30	46 70
3	Delhi	100	0 00	79 2	20 8
4	Madhya Pradesh	77 24	22 76	88 43	11 57
5	Maharashtra	98 5	1 5	88 3	11 '
6	Rajasthan	72 4	27 6	53 97	46 03
7	Tamil Nadu	92 3	7 7	92 4	7 6
	Average	**85.94**	**14.05**	**65.18**	**34.81**

(**Parents A**-whose children attend AW's PSE programme **Parents B**-whose children do not attend AW's PSE programme)

Parents whose children are going to AW's PSE programme have in large number expressed satisfaction abosut the functioning of AWs in comparison to parents whose children are not going 34 81% parents whose children are not going to AW have expressed their disssatisfaction over the functioning of AWs as compared to only 14.05% parents whose children go to AWs

State variations are marginal However in Delhi 100% parents feel satisfied, where as in Bihar, M P and Rajasthan 22.75% to 27 6% parents in group A feel dissatisfied over the AWs' functioning

What would you do if Anganwadi is closed

Parents were asked to respond to a question i e. what would you do if AW is closed down?

The answers from both groups of parents are given in the table below

Table

Action of the parents if AW is closed

S No /States	Send Child to Primary School %		Lodge Complaint to supervisor %		Keep child at home %		Try hard to get it open %		Other Options %	
	Parents A	Parens B	Parents A	Parens B	Parents A	Parens B	Parents A	Parens B	Parents A	Parens B
1 Andhra Pradesh	90 51	-	34 31	-	39 42	-	36.5	-	4 38	-
2. Bihar	32 33	-	5 99	-	47 90	-	13 77	-	-	-
3. Delhi	20 8	29 2	72 7	37 7	13 9	38 5	41.7	41 7	19 4	27.8
4 M P	34.37	30 07	16 61	20 17	5.28	8.97	41.47	40.74	2.07	-
5 Maharashtra	62 2	-	14 3	-	53 3	-	98 0	-	-	-
6. Rajasthan	23.49	30 24	54 77	24.55	11.54	7 56	67.20	47 73	-	-
7 Tamil Nadu	83.3	63 7	46 9	4 6	0 00	27.3	43.9	9.1	-	-
8. U P	6 1	-	17 69	-	5 3	-	62 70	-	8 2	-
Average	**50.44**	**38.30**	**37.61**	**21.70**	**25.23**	**20.58**	**60.86**	**34.81**	4 86	6.95

Parents of children going to AWs have revealed that they would

i) Try hard to open it again (60.70%)
ii) Send the child to primary school (50.44%)
iii) Lodge complaints to supervisor (37.61%)
vi) Keep the child at home (25.23%)

However, parents of children not going to AW gave the following response pattern.

I) Send child to primary school (38.3%)
ii) Try hard to get it open (34.81%)
iii) Lodge complaint to supervisor (21.7%)
iv) Keep child at home (20.58%)

State level variations are large and many. In Andhra Pradesh 90.51% parents in group A say they would send the child to primary school. Similarly in Tamilnadu and Maharashtra 83.3% and 62.2% parents have opined to send children to primary school if AW is closed. 72.7% parent of group –A in Delhi say they would lodge the complaint to supervisor. Semilarly in Rajasthan and Tamil nadu large number of parents opined to lodge the complaint. Large number of parents of group -A in Bihar and Maharashtra would keep the child at home if AW is closed. The number of parents who would try hard to get it open again are highest in Maharashtra (98%) followed by Rajasthan (67.2%) and U P (62.7%)

Though there are slight variation in the response pattern of parents, whose children go to AW and whose children do not go for PSE programme of AW, regarding AW's pre-school programme but they all find the relevance and would not allow AW to be closed.

Table

What should be a good Pse programme like (parent A)

Ranks to choices

State	Should have plenty of play material	Emphasis on 3R's	aim at allround Development	AWW with good qualities	A regular AWW
A P	1	2	5	4	3
Bihar	1	3	5	4	2
Delhi	1	2	3	4	5
M P	1	5	4	3	2
Maharashtra					
Rajasthan	1	2	5	4	3
Tamil Nadu	3	1	2	4	5
Average	28	21	12	13	16

Wightage given to ranks - 1=5, 2=4, 3=3, 4=2, 5=1

As per the weightage assigned to ranks from first to fifth the pattern of good pre-school programme as per parental perception is in the following order, that the pre-school programme

1. should have plenty of play material
2. should emphasise on teaching of 3 Rs
3. should have an AWW coming regularly
4. should have an AWW with good personal qualities of love and sympathy
5. should aim at all round development

The perception of parents towards pre-school education component by and large shows preference for teaching of 3 R's in the AWs as they say the programme which emphasises 3 Rs' teaching is a good programme. The "all round development of children" has been ranked last of all whcih perhaps indicates that parents view it as an vague or unclear concept Availability of plenty of play materials and quality and regularity of AWWs have been rightly considered important by the parents. It infers from the above that there is need to educate and make aware the parents about the dangers of early introduction and formal teaching of 3 R's

State wise variation reveal that except Tamilnadu all states have given first priority to availability of plenty of play materials in AW's PSE programme Regarding teaching of 3 R's in AWs only MP has given it the last priority, other states i.e. Tamil Nadu, Andhra, Delhi and Rajasthan has given first or second priority.

In some of the following areas of concern the perceptions of parents are not available from all the states. However views received from some of the states are given below.

Children's Eagerness to Attend AW's Pre-school Education Programme

There are great variation in the perception of parents of two groups (i e group A and B) regarding children's eagernes to go to attend the AW's pre-school education programme. In Delhi 95% parents of group A found children eager to go to AW in comparison to 4 2% of group B parents However in M P the variation is too small i e 97 88% parents in group A against 90 82% in group B reported children's eagerness to go to AW

Home visits of AWWs

In Delhi large number of parents have confirmed AWWs' home visit. 95.8% in group A and 87 5% parents in group B have found AWWs visiting homes. In Tamilnadu AWWs are found visiting home and parents were satisfied with their visit

Parents Meeting

Parents meeting are reported to be organized by 87.5% parents in Delhi, 86% in M.P. In Tamilnadu parents meeting are organised regularly and encouraged by the workers. The agenda of parents meetings are generally in order to mobilising parents to send the child to centre, discuss functioning of AW in general and problems faced by the worker and educate parents to develop ways and means for meaningful inferaction with the child. In M.P. it is reported that only half of the parents attend school functions when invited

Only 2% parents were found providing support to AWWs in terms of cash or material input

Impact of Pre-school Programme

In general all the states have positive feedback about the impact of PSE programme. In M.P. 97% parents feel children are well adjusted, disciplined, clean and can sit quitely 93 parents feel that PSE will help them in later life.

Reasons for not sending Children to PSE programme of AW

Parents, whose children are not going to PSE programme of AW, have given various reasons for not sending children to AW. Prominant reasons are

1. Children do not like to go
2. When children return from AW there is no one to look after at home
3. Children help at home
4. Nothing happens in AW's pre-school programme
5. Timing are in convenient
6. Prefer public school or other nursery school
7. AWW do not come to take the child
8. AW is at a distant place
9. Child is physically week
10. Child is mentally retarded
11. Child cries and does not sit
12. Quality of education not good

Reasons for sendidng to other nursery school as reported in Delhi study are

1. Teaching of 3 Rs done
2. English as medium of instructions used
3. Get more facilities
4. Child accompany sibling
5. Get admission to good school

What attracts child's participation in AWs pre-school Education programme.

In view of parents following factors are responsible in term of weightage received for attracting children's participation in the programme

1. Provision of SNP
2. Play materials
3. Action songs
4. Company of other children and group games
5. Story telling, puppetry and drama activities
6. Readiness activities
7. Love and individual attention of worker
8. Health checkup

What deters child's participation in AWs preschool program

Tamilnadu and M P. haven given various factors which deter children's participation in AW activities. These are:

1. Parental lack of interest
2. Inaccessibility of AW
3. AWW not affectionate
4. Unclean surrounding
5. Un availability of play material
6. Absence of teaching of 3Rs
7. Absence of linkage between pre-school (AW) and primary school
8. The irregular meal supply

LINKAGE BETWEEN PRE-SCHOOL (AW) AND PRIMARY SCHOOL

The linkage between pre-school (AW) and primary school is crucial for smooth transition of children from pre-school to primary school and for enrolment of all the eligible children in Class I. The impact of linkage could also be seen in terms of retention of children in primary grades. The linkage between pre-school (AW) and primary school has been explored in terms of

1. Distance between AW and Primary school
2. Synchronisation of timings
3. programmatic linkage
4. Primary teacher visiting AWs
5. Monitoring AWs by Headmasters (Hms)

Responses received from states on the above aspects of linkage between pre-school and primary school as responded by the AWWs are analysed as follows

1. Distance Between AW and Primary School

Out of 9 states 6 states have provided data on the above aspect of distance between AW and primary school which are given in the following table

Table

Distance between AW and Primary School

S No & State	Near to or in the primary school	Within 1/2 km	Within 1 km	more than 1 km
1 Andhra Pradesh	-	80	-	-
2 Delhi	26 4	63.9	4 2	2 8
3 M P	-	60	29	11
4 Maharashtra	62 9	30 7	-	2.9
5 Rajasthan	59 12	32 8	5 1	2 9
6 Tamilnadu	-	73.0	-	8 0
7 U P	27 0	36 05	19 7	17 16
Average	25 05	53 77	8 28	6 39

The table above suggests that there are about 25% AWs either near to the primary school (or very near to primary school) 53.77% AW are within half a km. distance from primary school Thus about 78% AWs are within 1/2 km radius of primary school.

There are 8.28% AW 1 km away from primary school and 6.39% AWs are more than 1 km. away from primary school.

Sychronisation of Timings between AW and Primary School

One of the significant elements of linkage between pre-school and primary school is the synchronisation of timings between the two. As per direction from the GOI, efforts have been made in this regard in new experimental projects. The views of AWWs and primary school teachers about the need of synchronisation of timings were explored. The responses of both categories of respondents are given as follows

Table

Views of AWWs and Primary School Teachers on Synchronisation of timings between AW and Primary School

S No State	Synchronisation of Timings is Necessary	
	AWWs %	Primary Teacher %
1 Andhra Pradesh	80	60
2. Delhi	31.9	25
3 M P.	95%	80
4. Maharastra	-	91%
5. Tamilnadu	-	1--
Average	68.96	71.2

The responses about the need of synchronisation of timings from AWWs are available from 3 states only where as these responses from primary teachers are available from 5 states. There are on an average 68.96% AWWs feel the need for synchronisation of timings between pre-school and primary school against 71.2% primary school teachers

Interaction with Primary Teacher

AWWs' interaction with primary teacher is crucial for linkage between pre-school (AW) and primary school It is generally viewed that AWs and primary school function separately and there is hardly any communication between AWWs and primary school teachers This aspect was explored in the study The responses are as follows

Table

Interaction with Primary teacher

(%AWWs)

S.No. State	Yes	NO
1. Andhra Pradesh	-	100
2. Delhi	38.9	-
3. M P.	90%	-
4. Maharastra	79.9	-
5. Rajasthan	48 9	-
6. U.P	55.79	-
Average	52.24	16.66

The table above reveals that there are on an average more than half of the AWWs who confirmed to have interaction with Primary School teacher. In Andhra Pradesh all the AWWs (100%) however, have revealed that there is no interaction at all with primary school teacher It infers that there is need to increase the understanding of functioning and issues of AWs and primary school by both the categories of personnel.

Steps taken by AWWs to ensure Admission of 5-6 years age children in Primary School.

It is important that all the children eligible to go to primary school should be admitted to class I in primary school for establishing a better linkage between pre-school (AW) and primary school. It requires efforts on the part of both AWW and primary school teacher. The responses received from AWWs, are analysed as follows.

TABLE

Steps takend by AWWs to ensure admission of all eligible children to class I

(% of AWWs)

S.No /State	Motivate parents	Help parents fill application	give list of eligible children
1. Andhra Pradesh	100	-	-
2 Delhi	91.1	51.4	13.9
3. M.P.	97.27	20.74	-
4. Maharashtra	79.7	6.5	77.5
Average	**87.5**	**19.66**	**22.9**

Majority of AWWS (87 5%) opined that they ensure admission of eligible children by way of motivating parents to admit the child However 22 9% worker also revealed that they give a list of eligible children for admission to primary school and 19.66% workers helped parents to complete the formalities of admission of children in primary school.

Primary School Teachers' Visit to AW

Department of Education, GOI has felt the need for a close coordination between AW's pre-school programme and primary school. It was therefore circulated to all states emphasising that, in addition to synchronisation of timings and location of AW in primary school as far as possible, the primary school teacher should visit the nearest AW on regular basis. The responses received from AWWs on this aspect reveal a mixed picture, as shown through the table below.

Table

Do the Primary Teachers Visit AW

(in %)

S No /State	Yes	No Response
1. Andhra Pradesh	-	100
2. Delhi	20.8	97.2
3. M.P	15.0	85
4. Maharashtra	76.3	23.7
Average	28.05	71.95

In Andhra Pradesh all the workers have said straight no to any visit performed by the teacher. However in Delhi 20.8% AWWs opined in yes regarding primary teachers' visit to AWs In Madhya Pradesh only 15% workers said yes while 85% denied any visit of primary teacher. In Maharashtra about 76.3% workers confirmed the visits of primary teacher to AW. Mostly the visits were done for survey purposes and ascertaining the date of birth of the child. Thus, on an average about 28% workers have replied in affirmative regarding primary teachers visit to AW. Remaining 72% however were non -responsive on this issue

The responses available therefore indicate that there is need to stream line the visits of primary school teacher to AWs, for better linkage between the two

When the same question was posed before the primary teacher about his visit to AW the responses received were better than as opined by AWW 76.3% teachers in Maharashtra. 89% in M.P. 47% in Tamilnadu and 15.3% in Delhi responded to have visited AWs Thus the average percentage of teachers responding yes to visiting AW is 49.52% (against 28% of AWWs) ranging from 89% in M.P to 15.3% in Delhi.

Inviting AWW to Primary School

As we have seen that visit of primary teacher to AW is very important as far as linkage aspect is concerned. Similarly inviting AWW to primary school occasionally is also important for better coordination and linkage. The responses however do not confirm that AWW is generally invited to primary school function except in Maharashtra. In Maharashtra 100% workers have said in affirmative about getting occassional visits to primary school In Andhra all the workers have said in negative about any opportunity provided to visit primary school. In Delhi and M.P. more than 88% workers have also said in negative about getting any invitation to attend to primary school function or other activities.

Views of Primary School Teachers on Linkage Aspects

1 Alongwith AWW's, the views of primary teachers were also gathered from each primary school near the AWs Some of the salient points are given below.

2 About 84.3% teachers say they know about the existence of AW in the vicinity ranging from 97% in M.P. to 65 3 in Delhi.

3 About 43% teacher stated that they have some idea of the kind of activities conducted in AWs In M.P 85% teacher had idea of activities in AWs whereas in Tamilnadu 92% teacher had no idea of activities being performed in the AWs

Majority of teachers opined that they take necessary steps to ensure that all the children of eligible age are admitted in primary school. The step taken are -

- 100% teachers said they meet parents for admission
- In Delhi 45 8% teacher met parents for admission, 26.9% identified eligible age children and 15.3% met sarpanch to intervene
- In Maharashtra 77 7% teacher identified eligible children, 4.3% met parents and 51.1% met the sarpanch for ensuring children's admission

4. The views of primary teachers about the children coming from AWs are very encouraging The teachers were asked to give opinion about the advantages children

coming from AWs have in comparison to direct entry children The responses are as follows

- 81.34% teachers on an average feel that children having AW's pre-schooling experience are different than direct entry children, ranging from 59.7% in Delhi to 89.7% in Maharashtra

- In Andhra Pradesh 80% teacher feel that AW experienced children know alphabets, are fearless, neat and clean and know rhymes

- In Delhi, M.P. Maharashtra and Rajasthan large number of teachers opined that AW experienced children get ideas quickly than others and understand the concepts early.

- Teachers in almost all states feel that these children are well mannered and more disciplined. Delhi, Maharashtra and Rajasthan teachers found these children more adjusted in school environment

Corelation Results

Six out of nine states have attempted to findout the corelations between different variables as per the suggested analysis plan The significant corelations emerged in states have been scanned as given through the table below

Table

Signficant corelations between different varianbles calculated in the States.

Variables		Signficant Corelations					
Variable 1	Variable 2	Andhra Pradesh	Bihar	Delhi	Maharashtra	Rjasthan	Uttar Pradesh
Total Quality score	Personnel Quality Score	-	-	-	42	-	49
-do-	AWWs, Quality Score	.19	-	60	-	50	-
-do-	AWHs Quality Score	19	-	39	-	.67	-
-do-	Supervisors Quality score	28	.7771	.50	-	.55	57
-do-	AWWs confidence enthusiasm and involving children	28	5278	.52	-	-	-
-do-	Activities conduced	-	-	32	-	-	-
-do-	Physical facilities	.92	7495	81	65	17385	35
-do-	Parents perception score (whose children go to AW)	.57	5226	-	40	6453	-
-do-	Parents perception score whose children do not go to AW	.48	3341	-	81	3560	67
-do-	Girls Child's attendence	.22	-	-	-	-	39
AWWs quality score	Quality of Play activities and material used	-	-	-	-	22	27
Parental perception A	Children's attendence	-	2988	-	-	-	-
AWWs background	Utilisation services	-	-	-	30	-	-
AWWs residence in the locality	Children's attendence	.23	-	-	84	-	57
AWHs quality score	Children's registration	-	-	-	-	-	92
Parental perception A	Parental perception B	-	5225	-	-	20	-
School linkage 1	School linkage 2	.25	1964	-	34	36	-

1. *Personnel quality is positively corelated to the total quality of AWs. The corelation values are .42 and .47 respectively for Maharashtra and Uttar Pradesh. The personnel quality includes the combined score of AWWs, AWHs and supervisors Separately also, quality score of AWWs positively corelated with total quality in Andhra Pradesh, Delhi and Rajasthan The same is true for AWHs quality scores. Supervisons score is highly corelated to the quality of AWs in all the states where from corelations are available*

2. *AWWs' confidence, enthusiasm and skills of involvidng all the children are highly corelated with the AWs' quality socre in the states of Andhra Pradehs, Bihar and Delhi*

3. *The quality of activities performed and total quality has high corelation in Delhi*

4. *Physical facilities and quality of AWs pre-school programme have very high corelation values across the states i e .92 in Andhra Pradesh, 74 in Bihar, .81 in Delhi, 65 in Mahrashtra, 73 in Rajasthan and 35 in U P*

5. *Parent's perception of both categories of parents i e whose children go to AW and whose children do not go AW have high corelation values with quality score of AWs, in all the states except Delhi.*

6. *There is positive and significant corelation between girl child's attendence and quality of AWs programme in Andhra Pradesh and Uttar Pradesh.*

7. *The quality of paly activities and material used is highly corelated with the AWWs' quality as indicated by Rajasthan and Uttar pradesh.*

8. *There is high and positive corelation found in Bihar between children's attendence and parents (whose children are registered in AW) perception*

9. In Maharashtra and UP the utilisation of Pre-school education by the community is highly and positively corelated with AWW's' background

10 AWWs residence in the same locality is found positively and significantly corelated with the attendence of children as indicated by Andhra Pradesh, Mahrashtra and Uttar Pradesh

11 Parent's perception group A and parents perception group B are significantly corelated as found in Bihar and Rajasthan Which means parents whose children attend AW's pre-school programme and whose children do not attend have similarity in their perception about AWs' pre-school education component

12. The views of AWWs and primary school teachers have high similarity on aspects of pre-school and primary school linkage as both favoured a close cooperation between the two It is has been indicated by Andhra Pradesh, Bihar, Mahrashtra, Rajasthan and Uttar Pradesh.

CONCLUSIONS AND RECOMMENDATIONS

1. PHYSICAL ASPECTS

1.1 LOCATION

Location of large number (i.e. above 60%) AWs is in small rented rooms ranging from 13.7% in Maharashtra to 97.6% in Bihar. Only 3.7% AWs are located in primary school premises. 8.87% AWs are located in buildings owned by the social welfare department. Remaining 27.6% AWs are either located in community halls or temples and other locations.

1.2. INDOOR SPACE

About 37% AWs are without minimum essential indoor space as per the laiddown specifications The inadequacy of indoor space ranges from 16.79% in Bihar to 68.1% in Delhi. Remaining 63% AWs too though have qualified as per minimum essential indoor space criteria but still do not possess the desirable indoor space of 5 meters X 7 meters for a group of 30 children

1.3 OUTDOOR SPACE

Nearly half of the AWs (i e 46.57%) are found without having sufficient outdoor space, ranging from 19.71% in Rajasthan to 69.4% in Delhi. In rural and tribal areas the empty space available outside the AWs have been counted towards this estimate. In Urban areas there is dearth of outdoor space in general.

Utilisation of available outdoor space has been found very poor. 39.42% of 53.43% AWs having satisfactory level. of outdoor space for activities (which comes actually 21.06% of the total AWs) utilised the outdoor space.

1.4 OUTDOOR EQUIPMENTS

The outdoor equipments were not available in large number of AWs. Very simple outdoor equipments/facilities for play like sandpits, old tyres and skipping ropes were available only in 40.55%, 36.52% and 59.19% AWs respectively. Balancing beams, swings and other kind of outdoor equipments were almost non-existent.

1.5 PLAY AND LEARNING MATERIAL IN THE CENTRES

The worker made material was available in about 48.43% AWs ranging from 28.96% in M.P. to 65.36% in Tamilnadu. The material available was in the form of picture cards, story charts, puzzels, puppets, masks, dominoes, threading frame, soft toys etc.

The material supplied by the Social Welfare Department was available in 58.27% AWs. In rest of the AWs it was not found. The available material was mainly in the form of wooden and plastic toys, beads and wires, balls, dolls, slates, charts of fruits, vegitables etc. The availability was noticed ranging from 27 94% in M.P. 69.83% in Orissa.

The environment material collected for activities was found in 50 45% AWs ranging from 19.38% in M.P. to 76.66% in Orissa. The material generally found available was in the form of pebbles, twigs, leaves, seeds, clay etc.

The range of above all the three kinds of material available varies from minimum in M.P. i.e. 25.42% to maximum in Orissa i.e. 70.03% with an average of 50.45% in all the States put together.

1.6 TOILET FACILITY

Toilet facilites are very poor in AWs across the states. An average 21 76% AWs have reported to have some kind of toilet facilities and 78.24% are without any facility for toilet. The range for toilet facilities vary from 2.17% in Andhra to 58 53% in M.P.

1.7 DRINKING WATER FACILITY

Availability of drinking water was reported in 79.41% AWs in an average, ranging from 24% in Tamilnadu to 98% in M P. Only 20 59% AWs are without drinking water facility. May be there are good number of AWs responding to have provision for drinking water but provision of safe and clean drinking water is a cause of concern in most of the AWs.

2. UTILISATION OF PRE-SCHOOL EDUCATION

1. The average registration of 3-6 age children in AWs' pre-school programme was found to be 58.61%, ranging from 39.05% in Bihar to 86.68% in Maharashtra.
2. The attendence of children in pre-school education programme was on an average 64.97%, ranging from 41 1% in Delhi to 80.41% in M.P.
3. The utilisation of pre-school education by children in the community is 38.07% on an average, ranging from 25 58% in Bihar to 66 49% in Maharashtra.
4. The castes -variations reveal that registration of SC children was higher in comparison to other groups i e. 65 27%, ranging from 36 80% in Bihar to 71.53% in U.P.
5. The attendence of ST children was higher than other groups i.e 72.63%
6. The utilisation percentage was slightly higher for ST children than other groups i.e. 42.47% ranging from 23.19% in Rajasthan to 73.32% in Maharashtra
7. There are on average more boys registered than girls, i e 58 98% and 58.34% respectively, though the registeration of girls was slightly higher than boys in AndhraPradesh, Bihar, M.P. and Maharashtra.
8. The attendence of boys on an average was slightly higher than girls, i.e 65% and 64.93% respectively. However, the girls' attendence was higher in Andhra Pradesh, Delhi, Orissa, Rajasthan and U.P.
9. The attendence of children out of total population of 3-6 age group children in the community (i.e. percentage utilisation) on average was higher for boys than girls, i.e. 38.33% and 37.88% respectively. However girls utilisation was higher than boys in Andhra Pradesh, Bihar, Delhi, Maharastra and Orissa.
10. The large number of children in 3-6 age group are not registered in AW and not attending AW's pre-school programme. Out of these children about of 45% remain at home, 22 5% went to primary schools with siblings and 19% went to other nursery schools

11. Some of the reasons stated for non-registration and non-attendence of children in AW's pre-school (state specific in some cases) are:

a) children go to other schools

b) unclean surrounding

c) inaccessibility of AWs

d) children help in domestic work

e) parental lack of interest

f) meals not served properly

g) AWWs not affectionate

h) discrimination by AWWs (as stated by Andhra pradesh)

i) Children do not like to sit for long and study.

j) ceiling for registration (as in Andhra Pradesh)

3. PRE-SCHOOL PROGRAMME AND ACTIVITIES

1 The duration of pre-school programme is at great variance from state to state and within state as well. Large majority i.e. 45.93% on an average have two hours pre-school programme. However, there are AWs i.e. 6.32% having one hour programme; 29.28% having three hours, 15 72% four hours, even 3.36% AWs having five hours pre-school programme. In Andhra, Bihar, Delhi, Rajasthan and Tamilnadu, majority have two hour programme. In M.P. majority (98.78% AWs) have three hours and in Maharashtra, Orissa and U.P. majority have four hours pre-school programme. The rural AWs in majority run for 1 hour in comparison to urban which run for two or more than two hours.

2. Programme planning has appeared to be the most neglected and poorly understood and attempted area Most of the workers (45.45%) responded in favour of practicing daily programme planning. Though, some also responded in affirmative to monthly planning (25.45%) and weekly planning (18.78%). The within state and among states variation are large.

3 With regards to pre-school curriculum adopted (activities carried out) in AWs two third have responded in favour of routine activities being performed whereas only

24 96% have responded to have attempted to adopt developmentally appropriate curriculum. It was also noticed that in 8.45% AWs in average the activities performed were insignificant or absent altogether. In terms of developmentally appropriate curriculum being used the responses are in affirmative from half of the AWs in Andhra Pradesh, about one third in Delhi and Tamilnadu; one eighth in Rajasthan ; one tenth in M P. and one hundredth in Bihar.

4 On an average 77.93% AWs have readily accepted the practice of teaching of 3 R's in AWs which varies from 46 72% in Andhra Pradesh to 100% in Tamilnadu and Rajasthan

4. PERSONNEL QUALITY

1 56 89% AWWs and 82.38% AWHs are above 30 years' of age.

2 86% AWWS and 2% AWHs are 8th standard or more than 8th standard educated. About 1% AWWs on an average and 60% AWHs are found illiterate. 74% supervisors were either graduates or post- graduates. In tribal areas mostly in AndhraPradesh and Maharashtra matriculate or higher secondary pass supervisors were found working.

3 84.5% AWWs and 86% supervisors were found having experience of 4 years or more than 4 years, which includes 44% AWWs and 62.73% supervisors having more than 9 years experience.

4 There are on an average 89.4% Anganwadi workers found trained in ECE either having initial job training or refresher training. But 10.6% were without any training. In comparision to 89.4% AWWs trained in ECE there were 68% helpers and 91.9% supervisors trained in ECE.

5 The caste wise distribution of persennel i.e workers, helpers and supervisors reveals that-

⇒ there were 57.14% workers, 36.66% helpers and 64.4% supervisors who belonged to general castes

⇒ there were 20.6% workers, 31.85% helpers and 12.99% supervisors who belonged to OBC category.

Caste wise Distribution of Personnel

	General	OBC	SC	ST
AWWs	57.14	20.6	10.8	9.4
Helpers	36.66	31.85	17 0	14.0
Supervisors	64.4	12.99	16.3	6.3

⇒ there were 10.8% workers, 17% helpers and 16.3% supervisors who belonged to SC category

⇒ there were 9.4% workers, 14% helpers and 6.3% supervisors who belonged to ST category.

6. 77.83% AWWs found residing in the same community where Anganwadi is located and rest commute daily from a distance and in some cases from long distances as well.

7. 81.33% AWWs were observed to be confident while conducting activities.

8 About 53.26% workers were found involving all children in activities

10 41.71% workers were found using small group activities, whereas 58 29% did not organise small group activities

10 AWHs were found having perceived their job duties in the following order

⇒ **bringing children from home (76.51%)**

⇒ **arrange drinking water, play materials (66.84%)**

⇒ **distribute nutrition (61.36%)**

⇒ **organise pre-school activities (41.20%)**

⇒ **repair play material (31.89%)**

⇒ **collect environment material (30.1%)**

11. There is no systematic programme planning reflected from supervisors' responses and there was great ambiguity with regards to short term and long term planning. It is generally found that academic aspect of pre-school monitoring was missing.

12 The overall quality of helpers was found below average in comparison to other personnel.

5. PARENTAL BACKGROUND AND PERCEPTION

1) There were illiterate mothers ranging from 32.57% in Delhi to 83.7% in Rajasthan. Similary there were illiterate farthers ranging from 23.49% in Maharashtra to 59.3% in Rajasthan The fathers' educational status was comparatively better than mothers' except in Delhi. The primary educated mothers were from 12 3% in Rajasthan to 37 87% in Maharastra. Almost similarly placed were fathers in educational level. In Delhi, Maharashtra and Tamilnadu there were higher secondary educated mothers, ranging from 22.55% to 35.55% and fathers ranging from 25.74% to 35 61%.

2) Large number of parents i e.56 74% were casual or landless labourer. 20.38% were marginal farmers, 13.94% were petty shop-keepers or craftsment and 8.9% belonged to other professions.

3) About four fifth of parents found AWs opening regularly. Only one fifth found irregular opening of AWs.

4) More than four fifth of parents whose children go to AWs and two third of parents whose children do not go to AWs found that AWs' functioning was satisfactory.

5) About half of the parents whose children go to AW opined that they would send their children to primary school in case AW is closed. But the first priority of parents was to try hard to get open the AW again. Parents whose children do not attend AWs also

gave similar opinion but in less number. One fourth of the parents also opined that they would keep the child at home.

6) Parents whose children go to AW's pre-school programme view the following elements important in order of priority, for a good pre-school programme

⇒ **plenty of play material**
⇒ **teaching of 3 R's**
⇒ **Regularity of AWW**
⇒ **AWW's temperament**
⇒ **all round development of child**

1 Regarding eagerness of children to attend to AW's pre-school programme there are great variations across states, for example, in Delhi 95% parents felt children's eagerness to go to AW whereas in M.P. only 79.88% found children eager.

2 AWWs by and large were found visiting homes by parents whose children go and also whose children do not go to AW i.e. 95.8% and 87.5% parents respectively.

3 In Delhi, MP and Tamilnadu it was overwhelmingly stated that parents meeting are organised regularly to discuss matters related to children's progress, workers difficulties etc.

4. Parents in large number in almost all the state found a very positive impact of pre-school programme in terms of children's cleanliness, discipline, adjustment, cognitive and language development.

5 Parents not sending children to AW's pre-school programme have given reasons for it.The significant ones are-

- **children help at home**
- **children do not like to go**
- **there is no one to look after them at home after they return from AW**
- **nothing happens in AW**
- **timmings are inconvenient**
- **prefer public school**
- **child being physically meak**
- **distance of AW too much.**

12 Parents whose children go to AW view that the factor which attract children to Aw are-

- **SNP (supplimentary nutrition)**
- **play material**
- **action-songs, story telling, puppettry etc.**
- **readiness activities**
- **workers' love and affection.**

6. LINKAGE BETWEEN PRE- SCHOOL (AW) AND PRIMARY SCHOOL

1 Nearly three fourth AWs are within 1/2 km distance from primary school in which onefourth are either in the primary schools or very near to primary schools. In Rajasthan and Maharashtra about 93% AWs are with in 1/2 km. distance and around 60% are near the primary school or in the primary school premises.

2 68 96 AWWs and 71.2% primary teachers feel that synchronisation of timings between AW and primary school is necessary.

3 About half of the AWWs on an average had interaction with primary school teacher and rest did not have any interaction.

4. AWWs revealed that they motivate parents for ensuring children's admission to primary school and 19.66% even helped parents to fillup the admission form

5 AWWs revealed that they provided list of children eligible for admission to cleass I to primary teacher

6. Only 28.05% primary teachers have responded in affirmative about their visit to AW. In many states, however, the visit by primary teacher to AW is negligible and altogether absent

7 Ranging from 3% primary teachers in MP to 34.7% in Delhi have revealed that they even don't know about existence of AW in their vicinity

8 Only 43% teachers had some idea about the kind of activities done by worker in the AWs' pre-school programme.

9 The views of primary teachers about children of class I, having pre-school experience, are very encouraging. They opined that these children get ideas quickly than other children, more adjusted, clean and well mannered too

7. CORELATION RESULTS

1 Personnel quality is highly correlated with overall quality. The values of r are .42 and 47 for Maharashtra and UP respectively.

2 AWWs' confidence, enthusiasm and skills were found highly corelated with overall quality in Andhra Pradesh, Bihar and Delhi

3 The quality of activities performed on the day of observation was highly corelated with overall quality of AWs in Delhi

4 Physical facilities have high corelation with overall quality in almost all the states i.e r - 35 in UP, .65 in Maharashtra, .73 in Rajasthan, 74 in Bihar 81 in Delhi and 92 in Andhra Pradesh.

5 Parents perception was highly positively corelated with AW's quality in all the states except Delhi

6 The corelation between girl child's attendence and AWs' quality was found positive and significant in Andhra Pradesh and UP.

7 High corelation was found between children's attendence and parents' perception in Bihar.

8. AWW's background was found highly corelated with utilisation of pre-school services by the community in Maharashtra and UP.

9. Workers residence in the same locality was significantly corelated with attendence of children in Maharashtra, Andhra and U P

10. Parents whose children go to AW and whose do not go do not differ significantlly and both have positive perception about AW as pre-school centre

11. AWWs and primary school teachers have got high corelation value in terms of linkage between pre-school and primary school in Andhra Pradesh, bihar, Maharashtra, Rajasthan and U P

RECOMMENDATIONS

The following recommendations flow from the results of the study

1 There is great deal of planning and area school maping exercise needed while deciding location of AWs. Only 3.7% AWs are found located in primary school premises Hence there is need to locate AWs in or near primary school premises as per GOI instructions, as far as possible, for better linkage with primary school.

2. There is strong need to adhere to minimum specification for ensuring adequate indoor and outdoor space for various indoor/outdoor activities.

3 The dearth of outdoor equipments and play materials is characterstic of AWs presently. There is great scope and potential to enrich AWs play and learning environment by building outdoor activities in the programme and providing necessary equipments for such activities like jhoolas, balancing equipments etc.

4 Play materials for language and cognitive development were not available in all the AW centres It was true for both worker made and supplied materials There is strongly felt need to ensure great variety of materials

5. The use of local specific material was almost negligible. Maximising the use of locally available materials in AW centres is to be ensured.
6. The first priority in AW centres to be given is to ensure basic facilities (non-negotiable) interms of provision of clean drinking water, toilet facilities and their proper maintenance.
7. The need to lay emphasis on adopting development oriented curriculum rather than emphasis on formal teaching of 3 R's is urgent. Suitable changes is training curriculum practice and material and equipments are envisaged
8. Programme planning has come out to be a neglected area across the states. There is strong need to realise child development objectives through suitabily planned activities in different areas for age specific targets with method and material appropriate for the age and area of development.
9. Supervisors' training in programme -planning and use of appropriate activities in different areas of child development is needed strongly.
10. Workers' training in upgradidng skills in a) use of material b) organising small group activities and c) preparing and using local environment material is required.
11. Helpers'training is found a neglected area There is great scope to upgrade helpers skill in areas of her job responsibilities to enhance quality of the pre-school education ckomponent.
12. Parental perception towards pre-school component and its significance has been highly positive in general which provides stimulus for strong community participation for quality pre-schooling
13. The net utilisation of pre-school education component in states was 38 07%. Which suggest that there is urgent need to improve the participation of children in pre-schooling through suitable interventions at community level
14. The reasons for non-participation are local and contextual in many cases. The answers to be found locally. There is need to bring awareness among functionaries to tackle any form of discrimination met to children.
15. There is need to structure parents education programme in the states to build a strong PLA to AWs' quality improvement.

16 There are large majority of primary teachers who are not aware about AW and its functioning This invites efforts for pre-school primary school linkage and ensuring coordination between the two

17 More than two-third primary teachers and AWWs feel a strong need for synchronisation of timings between pre-school (AW) and primary school. This could be experimented wherever feasible and gains recorded on long term basis.

18. The perception of primary teachers about pre-school attended children in primary classes is very positive. This positive attitude of teacher may be taken to the advantage of AWs functioning and monitoring children for admission in Class I.

19. The advocacy of ECCE with community in its right perspective is wanting. For advocacy there should be concerted efforts, through structures already formed at grass root levels The areas for advocacy would be a) development oriented curriculum and discouraging formal introduction of 3 R's at this stage b) mis-perceptions of parents about methods, materials and contents c) role of community in strengthening pre-school programme and monitoring (pre-school education) of AW d) ensuring child's participation in AW. e)understanding the children and their needs f) advocacy for the girl child's participation.

20. Advocacy material development and dissemination in areas of early childhood care and education up to the age of 8 years is needed for different level functionaries including parents